



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: CAMBRIDGE SCHOOL PUBLIC SCHOOL 68

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q068

PRINCIPAL: ANNE MARIE SNADECKY-SCALFARO

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SUPERINTENDENT: MADELENE CHAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Anne Marie Scalfaro	*Principal or Designee	
Frank Boyle	*UFT Chapter Leader or Designee	
Gloria Harris	*PA/PTA President or Designated Co-President	
Diane Cocorikis	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Karen Gleason	Member/Assistant Principal	
Kerri Fabrizi	Member/Teacher	
Christine Rodriguez	Member/Parent	
Stacey Hajder	Member/Parent	
Erika Aguilar	Member/Parent	
Lisa Lopez	Member/Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June 2013 100% of classroom teachers will plan and develop 2 performance tasks in ELA with an emphasis on content area subjects so that 75% of the students will score a level 2 or higher measured by a teacher made rubric based on the common core standards.

Comprehensive needs assessment

Based on 2011-12 ELA results only 48% of our 3rd, 4th and 5th graders who were tested scored a level 3 or higher. In addition, results revealed that only 7% of our sub-group of Special Education students tested scored a level 3 or higher as well as ELL students. We needed to lift the level of rigor in the tasks assigned to our students and aligned these tasks to more rigorous Common Core Standards.

Instructional strategies/activities

- Four faculty members including the principal and assistant principal will attend a summer workshop on performance tasks and rubrics.
- Network Support Specialist will provide staff development for ell and special education teachers.
- Teachers will meet at common preps and grade meetings to develop and revise tasks and rubrics.
- An additional planning period built into schedule to work on revising task.
- Inquiry teams will look closely at student work to distinguish what is needed to meet common core standards as well as look at resulting student work to make future instructional adjustments.
- Design a schedule to provide teachers with an extra prep period a week so that teachers can share best teaching practices.
- Each grade chose a lead teacher for reading and writing, to promote leadership and accountability, who will attend meetings to turnkey information throughout the year.

Strategies to increase parental involvement

- We hosted workshops on understanding the shifts with the Common Core Standards to inform parents of how they may help support their child at home. These workshops were scheduled at various times to better accommodate the parents.
- We continue to offer a parent resource center in our building with common core learning standards resources, and a wireless computer and printer.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Fair Student Funding

Service and program coordination

- Materials for PTA meetings (TL Parent Involvement)
- Professional development (TL Children 1st Network)

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

By June 2013 100% of classroom teachers will plan and develop two performance tasks in math so that 80% of students will score a 2 and higher measured by teacher created rubric based on the common core standards.

Comprehensive needs assessment

As we analyze our data, according to the results of our 2012 State Math exam only 55% of our students scored levels 3 and 4. In addition, 20% of our special education and 23% of our ELL students scored level 3 or higher. We needed to lift the level of rigor in the tasks assigned to our students and aligned these tasks to more rigorous Common Core Standards.

Instructional strategies/activities

- Four faculty members including the principal and assistant principal will attend a summer workshop on performance tasks and rubrics.
- Network support specialist will provide professional development in developing tasks and rubrics.
- Teachers will meet at common preps and grade meetings to develop and revise tasks and rubrics
- Congruence time will be scheduled for math specialists and teachers.
- Inquiry teams will look closely at student work to distinguish what is needed to meet common core standards as well as look at resulting student work to make future instructional adjustments.
- We purchases IXL, a math computer program that students can use in class and at home.
- Each grade chose a lead teacher for math, to promote leadership and accountability, who will attend meetings to turnkey information throughout the year.

Strategies to increase parental involvement

- We hosted workshops on understanding the shifts with the Common Core Standards to inform parents of how they may help support their child at home. These workshops were scheduled at various times to better accommodate the parents.
- We continue to offer a parent resource center in our building with common core learning standards resources, and a wireless computer and printer.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Materials for PTA meetings (TL Parent Involvement)
- Professional development (TL Children 1st Network)
- IXL computer program (TL FSF)

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

By June 2013 5% of our 3, 4, and 5th grade students with disabilities will increase two reading levels, measured by Columbia Teacher's College running records.

Comprehensive needs assessment

- As we analyze our data only 7% of our special education students scored levels 3 and 4 on the ELA State exam, indicating a need to improve the reading skills of our special education students.

Instructional strategies/activities

- All special education classrooms have a smart board and teachers have received training on how to use smart boards to enhance instruction.
- LLI (Leveled Literacy Intervention Program) has been provided for at risk special education students
- Before school, after school, and Saturday school is provided for extra instruction in reading.
- Special Education teachers will receive professional development by network leaders.
- We purchased a computer reading program, RAZ-KIDS that students can access at home and in school.
- Each team chose a special education lead teacher and will attend meetings and turnkey information.
- Each grade chose a lead special education teacher, to promote leadership and accountability, who will attend meetings to turnkey information throughout the year.
- We purchased resources to support students and teachers (Ready New York CCLS Practice)
- Monthly goal letters are sent home to inform parents of how they can help their child at home.

Strategies to increase parental involvement

- Along with each report card we sent home reading benchmark chart to keep parents aware of the level their child should be reading.
- Read logs are sent home along with questions to ask their children about their books.
- We continue to offer a parent resource center in our building with common core learning standards resources, and a wireless computer and printer.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Two teachers and materials for LLI (Title One Supplemental, C4E, TL FSF)
- 18 teachers for extended day programs and Saturday program (TL FSF)
- All materials purchased for extended day programs and Saturday program (TL NYSTL TL FSF)
- Materials for PTA meetings (TL Parent Involvement)
- RAZ KIDS reading computer program funded through (TL NYSTL)
- Materials purchased for students in temporary housing (OTPS TL SWP)

BASED ON OUT TEACHER DATA REPORTS

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- By June 2013 100% of teachers will participate in 3-6 formative feedback sessions with supervisors and/or colleagues regarding 3 selected Danielson competencies to reflect on their professional goals.

Comprehensive needs assessment

- Based on the 2011-12 teacher data reports for grades 4 and 5 teachers, 20% of our teachers were rated ineffective and 80% effective.

Instructional strategies/activities

- Professional development on creating smart goals that are aligned to school goals with specific criteria to include 1 goal addressing ELA, one goal addressing math and one goal addressing personal needs.
- Administration will select three competencies of effective teaching based on Danielson's rubric.
- Administrators will meet with staff 3-6 times throughout the year and provide feedback based on Danielson's rubric.
- Teachers will use the feedback session to implement next steps for themselves as they reflect on meeting their goals.
- Administrators will collect goals in the fall and review goals. Administration will provide individual feedback throughout the year.
- Throughout the year, specifically in December and April, administration will meet with teachers to discuss progress of meeting goals.
- Teachers will provide reflection sheets in December, April and June to show progress in meeting their goals.
- Administration will create a schedule to observe teachers effectiveness during three cycles and provide feedback based on the Danielson rubric. Teachers will use this feedback as they reflect on their goals.

Strategies to increase parental involvement

- Individual goal letters are sent home each month to update parents and keep them abreast of ways to help their child achieve success. These goals are also aligned to teachers' professional goals. These letter are offered in translation on an as needed.
- We continue to offer a parent resource center in our building with common core learning standards resources, and a wireless computer and printer.
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Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Professional development (TL Children 1st Network)

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- By June 2013, 5% of our 3rd, 4th and 5th grade students with disabilities will increase one performance level based on their math benchmark assessment.

Comprehensive needs assessment

- Based on June 2012 math assessment, only 20% of our special education students in grades 3, 4 and 5 scored at a level 3 or higher.

Instructional strategies/activities

- Professional development by network specialist, Paul Perskin several times throughout the year.
- Teachers will use resources for EnVisions Math to create math benchmark exams.
- Resources were sought out to align math to the new Common Core Learning standards.
- Pacing calendars were revised to align tasks and benchmark exams.
- A math benchmark exam was administered in September and analyzed to find specific areas of needs for each student.
- Teachers used these benchmark exams results to create areas of strengths and weaknesses for their class.
- Administration purchased IXL computer adaptive math program so that students can use at home and in school.
- An additional 15 minutes of math were added to the schedule each day.
- Two math cluster teachers provide two additional math instructional periods in each special education class.
- We purchased resources to support students and teachers (Ready New York CCLS Practice)

Strategies to increase parental involvement

- Information pertaining to accessing and effectively using IXL is shared at monthly PTA meetings that they can go on and assist their child as they work on math skills.
- We continue to offer a parent resource center in our building with common core learning standards resources, and a wireless computer and printer.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- IXL computer program (TL FSF)
- Two math cluster teachers (TL FSF, TL Supplemental)
- Professional development (TL Children 1st Network)
- Materials purchased for students in temporary housing (OTPS TL SWP)

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Leveled Literacy Program (LLI) <ul style="list-style-type: none"> • Guided Reading/Leveled Books A-N • Phonetic Analysis • Oral questioning • Dictation • R.R. Assessments 	3 X a week/small group of 4-6 students in grades 3,4,5	During the day
	Reading Strategies	1X a week, 2 groups of 5-6 students in grades 3,4,5	During the day
	Before school reading program	Small group instruction	Before school programs for ELL students Monday to Wednesday 3X a week for one hour
	Strategies to achieve reading (After-School)	Small group instruction	After School Monday-Wednesday 3x a week for one hour
	Saturday School	Small group – 13 Saturdays/15	Saturday mornings

		students per class/ grades 3,4,5	
Mathematics	Before school math program	Small group instruction	Before school programs for ELL students Monday to Wednesday 3x a week for one hour
	Strategies to achieve math success	Small group instruction	After school grades 4-5 Monday to Wednesday 3x a week
	Math Strategies	1X a week, 4 groups of 5-6 students in grades 3,4,5	
	Saturday Academy	Small group instruction – 13 Saturdays/ 15 students per class	Saturday mornings
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk counseling (school psychologist intern)	Small group (1 st grade)	During the day 1x per week
	At risk counseling (school psychologist intern)	one to one (4 th grade)	During the day 1x per week
	At risk counseling (school psychologist)	small group (kindergarten)	During the day 1x per week
	At risk counseling (school psychologist)	one to one (first grade)	During the day 1x per week
	At risk counseling (guidance counselor)	6 small groups grades kindergarten to fifth grade	As needed

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

In an effort to retain our highly qualified teachers we provide professional development throughout the year including faculty conferences, grade meetings, and common prep periods. We provide teachers an opportunity to meet 2X a week for common prep periods as well as 1X a week for an extra planning period. Each Thursday teachers are provided time to meet, reflect, and discuss student work in an effort to improve effective teaching.

Lead teachers have been identified per grade for each subject. The lead teacher serves as a facilitator and shares strategies learned from professional development to other members of their grade.

A CORE team has been created with a representative from each grade along with administration to look at student work across grade and share best practices.

Untenured teachers follow an inter-visitation schedule to observe best practices and monthly morning meetings are provided to further support these teachers.

The results of a teacher survey provide opportunities for differentiated instruction.

Teachers who have been provided with smart boards have received professional development on how to effectively use technology during instruction.

In order to recruit new candidates we work with several colleges that send us student teachers. In the past we have posted positions on open hire and have conducted interviews with candidates who have applied. In addition, we have screened and hired from our substitute pool.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Diane Foley	District 24	Borough Queens	School Number 068
School Name P.S. 68 The Cambridge School			

B. Language Allocation Policy Team Composition

Principal Anne-Marie Scalfaro	Assistant Principal Karen Gleason
Coach N/A	Coach N/A
ESL Teacher Eliza Chiriac	Guidance Counselor Carolyn McNulty
Teacher/Subject Area Pamela Hotis/Math	Parent Gloria Harris
Teacher/Subject Area Susan Ibelli/Science	Parent Coordinator Barbara Malave
Related Service Provider Channie Willingham	Other type here
Network Leader Diane Foley	Other type here

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	6	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	4		

D. School Demographics

Total number of students in school	759	Total Number of ELLs	176	ELLs as share of total student population (%)	23.19%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Every student who enrolls in our school is given a Home Language Survey. A licensed ESL teacher meets with the student/parents and interviews them about the information on the HLS. If it is determined that the home language of the student is something other than English, the licensed ESL teacher administers the LAB-R. The LAB-R is administered within ten days of enrollment. The Spanish LAB is administered if they fail the LAB-R. The students are placed in classes according to proficiency level. If the child does not pass the LAB-R, they are placed in a Freestanding ESL class until the parent attends the orientation and decides if that placement is sufficient for their child.

Orientation meetings are scheduled several times a year for the parents of our new ELL students. At these orientations, a video is shown explaining the various instructional programs offered to ELL students. Brochures are distributed in various appropriate native languages. The staff and coordinator, who are all certified ESL teachers, are introduced. Parents are encouraged to ask questions. There is an open forum for questions and concerns. The parent coordinator works with the staff in order to field any questions that the parents may have. In addition, at these meetings, parents are given information that pertains to their child. ESL coordinators reach out to parents during this orientation meeting to explain the reason their child/children are eligible for ESL instruction, why they are continuing in an ESL program or why they no longer require the services of the ESL department. Program selection letters as well as all letters are distributed at the orientation (if the parent is present) or through teacher communication. All letters are returned to the school and are copied and kept on file in the ESL office. Parents are made aware of the fact that we traditionally host English as a Second language and are made aware of bilingual and dual language programs in the district.

After reviewing the Parent Survey and Program Selection Forms for the past two years, we have noticed that parents consistently select the ESL model of instruction. The parents have overwhelmingly expressed their preference for English-based instruction as opposed to Bilingual or Dual language instruction. 99.9% of the parents in our school have selected the ESL model.

We inform parents that we have six certified ESL teachers on staff to service the ELL students. During orientation meetings, which are scheduled at least twice per school year, we review the instructional choices offered by the New York City Department of Education and their right to select a program.

The ESL program at our school is aligned with what the parents have been requesting. We will continue to offer the ESL model as long as it is requested by our parents. Our two certified teachers push-in to classrooms to support instruction using ESL methods and strategies to provide meaningful instruction. In addition, we have four certified teachers that teach a self-contained ESL class.

For those parents who wish a different program for their child our parent coordinator and ELL specialist must provide information on other schools in the area that can meet their child's educational needs. We make the parents aware that they can opt out of a Bilingual Program; however, they must pick one of the programs offered by New York City. If the parents do not indicate a preference, a program will be chosen for their child. The child must stay in the selected program for one year before selecting another program.

In order to place students in appropriate programs, the ESL department communicates with the parents with regards to their choice. Most parents select the ESL program after its description is explained. All communication with parents is done in their native language through translation if necessary.

Parent Orientations are held within ten days of a student's enrollment. These orientations describe in depth the program that is offered at P.S. 68. In addition, additional programs such as Dual Language and Transitional Bilingual, are explained and parents are informed of schools in the district that offer these programs. The dates held for orientation include: October 4, 2011, October 14, 2011 and November 22, 2011 to date. Students identified as ELLs are given entitlement letter and the home language parent survey. Parent Surveys and program selection forms are distributed at the parent orientations. Parent surveys and program selection forms are collected and kept in ESL binders. Program selection forms are photocopied; the original is attached to the HLS and placed in the student record folder. The photocopy is kept in the ESL binder.

The LAB-R score determines language proficiency. Students are identified as beginner, intermediate and advanced. Placement letters are given to entitled students and continuation letters are distributed to ELLs according to current NYSELAT scores.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	31	38	31	18	28	30								149
Push-In														0
Total	31	38	31	18	28	30	0	0	0	0	0	0	0	149

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	176	Newcomers (ELLs receiving service 0-3 years)	139
SIFE	2	ELLs receiving service 4-6	37
		Special Education	37
		Long-Term	0

Number of ELLs by Subgroups

		years		(completed 6 years)
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Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	139	2	21	37		16				176
Total	139	2	21	37	0	16	0	0	0	176

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	29	28	30	17	25	25								154
Chinese	1	1												2
Russian														0
Bengali														0
Urdu														0
Arabic		2			1	1								4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1	2				1								4
Albanian		1												1
Other		4	1	1	2	3								11

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	31	38	31	18	28	30	0	176						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. What instructional materials are used to support the learning of ELLs (include content area as well as language materials)?

The instructional materials used to support the ELL student in the classroom include visual aids such as charts with pictures, manipulative materials and realia. We encourage a print-rich environment by labeling centers and objects in the room. We introduce word walls by using student names. We have leveled libraries to suit the interest and level of all the children. Books have a high level of picture support. Big books are based on everyday life experiences such as the laundromat, shopping and the supermarket. In the lower grades, we use Foundations to support language skills. We celebrate children's accomplishments by hanging up their work. In addition, we encourage the use of computers, videos and recordings.

Our science teachers provide hands-on learning. In Social Studies children use maps and various charts. During math our students use many manipulative materials such as, rulers, geoboards, graphs, scales, counters, etc. to help them complete lessons. In addition, we recently purchased the Santiana bilingual/read aloud library.

2. Describe the professional development plan for all personnel of ELLs at the school. (Please include all teachers.)

VIII. Program Model Description

A. Programming and Scheduling Information

The instructional model presently used at P.S. 68Q follows the English-As-A-Second-Language (ESL) model. We have two certified ESL teachers that “push-in” to service our English Language Learners (ELLs). Beginner and intermediate students receive 100 minutes of daily instruction and our advanced ELLs receive 50 minutes of daily instruction. In addition, we have four certified ESL teachers that teach self-contained ESL classes.

Instruction follows the research supported workshop model for reading, writing and mathematics where students receive explicit instruction and then given time to practice. We schedule more than two hours for balanced literacy including Shared Reading, Guided Reading, Independent Reading and Partner Reading. Read Alouds are also scheduled. There is a fifty minute writing block. During both literacy and mathematics blocks there is whole-class instruction as well as small group and one-on-one instruction.

Native language support is provided by literature in native language, partnerships, triads, and Spanish dictionaries. ESL teachers provide language support through language objectives for each lesson, visuals, manipulatives, Total Physical Response and repetition. Our teachers include: Foundations, Focus Books, Leveled Texts. The strategies taught include: repetition, choral reading, role play, visuals, sentence pattern activities, and word matching.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

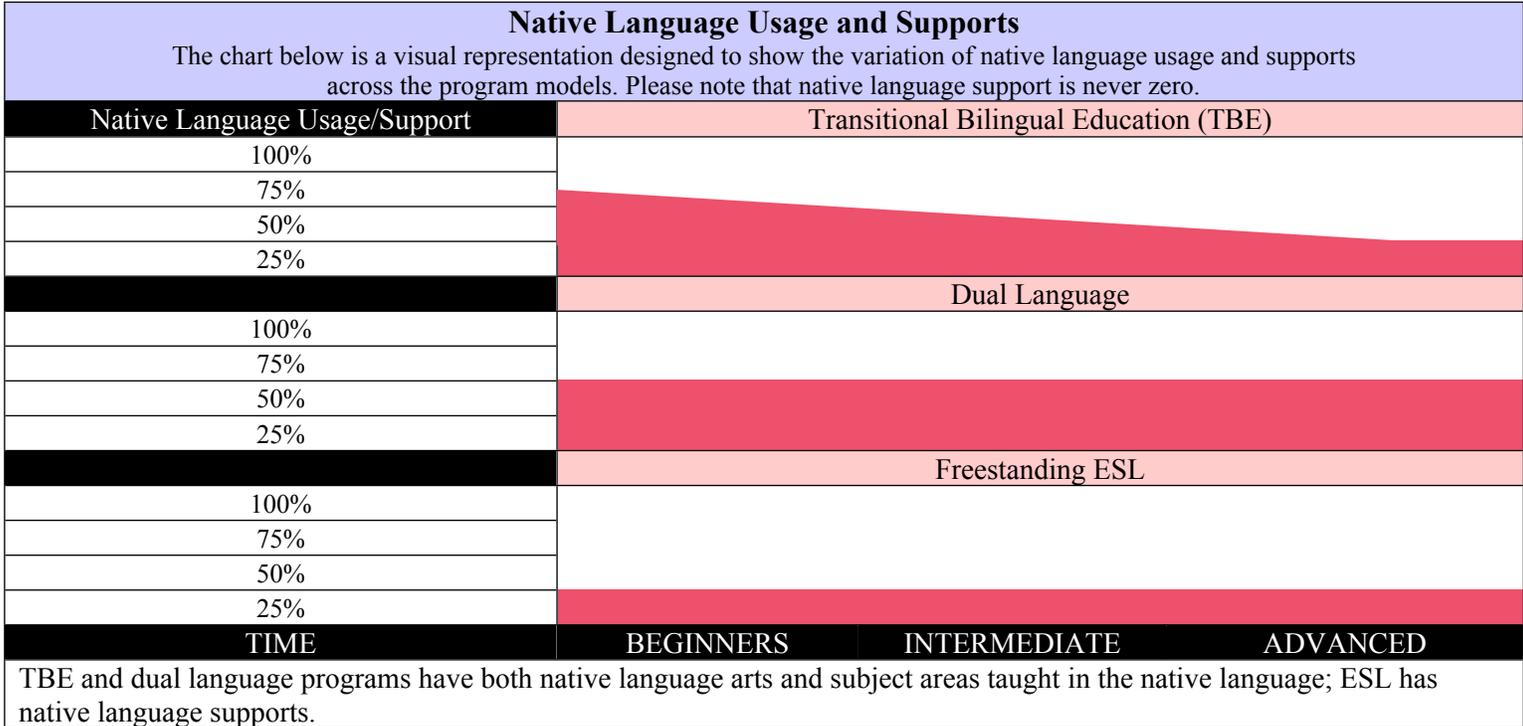
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

1. Describe your plan for SIFE students

At the present time we have two SIFE children. For the parents, we have them meet with the parent coordinator to inform them of various community services that are at their disposal. For example, Greater Ridgewood Youth Council, YMCA, Child Health Plus, and various cultural organizations within the community. For the child we provide him/her with a buddy to translate if necessary. This would also help him/her acclimate into the school setting. He/she will also be placed in the appropriate ESL setting. The child is also offered additional support services such as, AIS, small group instruction, individual instruction, ESL push-in services as well as extended day services. All of this is to acclimate the student in their social and academic environment.

2. Plan for Newcomers

Describe your plan for ELLs in US schools less than three years (newcomers).

Our new ELL students are placed in the age appropriate grade and then assigned to instructional groups based on their level of proficiency. Certified ESL teachers provide instructional services which are tailored to meet the needs of each child. Our students are provided with a peer buddy who speaks their language to help them adapt to their new environment and who may act as a translator during the school day. In addition, our students receive AIS services and continued enrichment during our extended day tutorial.

Parents of new ELL students are welcomed into the school by our staff and our parent coordinator. The parent coordinator gives the new parents a tour of the school and gives the parents her telephone number and encourages them to call her. To the best of our ability, a translator is provided if necessary. If a translator is not present on staff, we utilize the translation services provided by the regional office.

The parents of ELL students are also invited to parent orientations which are scheduled throughout the year. At these orientations, parents are given information about the various services provided to their children. An open discussion is encouraged. In addition, parent-workshops are also given in order to bridge the gap between home and school.

3. Plan for long-term ELLs

Children who are here for three or more years are given extra AIS help during the day and are invited to our before or after-school program. These students also receive additional help during our 37.5 minute tutorial period. In addition, if funds are available, we offer a before school and after school tutorial program for ESL students.

4. Plan for Alternate Placement in Special Education

Currently we have nine self-contained special education classes which include ESL students. We do not have Bilingual Special Education Instruction; however, Alternate Placement Paraprofessionals are provided for those students who have bilingual instruction written on their IEP. Students with disabilities receive all services they are mandated to receive as indicated on their Individual Education Plan. These services include: Occupational Therapy, Physical Therapy, Speech, Counseling, and SETSS.

5. Transition Plan for Students reaching Proficiency

At the end of the 2011 school year 19 students exited the ESL program based on their NYSESLAT scores. We hope to continue this progress in the future. To help these children to continue to succeed, we offer: AIS Instruction, After-School program, and a Before-School Program. We also keep a close eye on these students by asking the classroom teachers to target these children for extra help if they see a need to provide an extra service. In addition, these students are serviced for an additional year by our certified ESL teachers.

6. How does your school assure that the mandated number of instructional minutes is provided according to proficiency levels in each program?

At P.S. 68 we offer English-As-A-Second-Language Program. On our pedagogical staff we have six certified ESL teachers who either “push-in” or teach self-contained classes. Almost all of our student body speaks more than one language. What distinguishes an ELL from the rest of the student population is that our ELLs were first identified on the HLS as speaking another language at home. When tested, these children were not able to pass English proficiency tests i.e. the LAB-R. After the initial exam ELLs are given the NYSESLAT in the spring to see if they have reached proficiency. If the student has not tested out they continue in an ESL program and are placed in appropriate classes where ESL support is provided. In addition, small group strategy lessons are taught.

A student that receives a beginner or intermediate score on the above-mentioned exams receives a double period or 100 minutes of daily instruction, five times a week, by an ESL certified teacher. A student that receives an advanced score on these same tests receives a single period or 50 minutes of daily instruction, five times a week, by an ESL teacher.

7. How is explicit ESL delivered in each program?

The ESL teacher pushes in during the Teachers College reading workshop period. The workshop model includes a mini lesson with a teaching point, shared reading, guided reading and conferencing. During this time the ESL strategies and methods are implemented based on ESL Standards. ESL approaches includes activities that stimulate language development. Such strategies and methods may include: total physical response, rephrasing, repetition, role-play, scaffolding using the Sheltered Instruction Observation Protocol (S.I.O.P.) activities, language experience and integrated language arts approach. In addition, the use of Language Objectives, Language Structures and Language Functions are explicitly used.

In addition, Foundations is utilized as an additional intervention strategy in our lower grade classes.

A student that receives a beginner or intermediate score on the above-mentioned exams receives a double period or 100 minutes of daily instruction, five times a week, by an ESL certified teacher. A student that receives an advanced score on these same tests receives a single period or 50 minutes of daily instruction, five times a week, by an ESL teacher.

At the present time, we do not have any programs that we plan to discontinue. We are currently using the Teachers College model for reading and writing. We are looking to expand our early bird and afterschool program in an effort to support more of our ESL population.

8. To what extent are students served by ESL teachers pushing-in or pushing-out?

All of our students are serviced by six certified ESL teachers that follow a push-in/ self-contained model.

Students who have tested proficient are given transitional support, these supports include: extended time, third reading of any reading passage, and the use of bilingual dictionaries.

Our ELL students are provided with all opportunities offered by the school, there are no exclusions, ELLs are completely heterogenous.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Our ESL teachers have congruence sessions with the classroom teacher during their common preps. They discuss each students' progress, reflect on instruction and plan lessons. Professional development which focus' on ELL strategies is also provided during grade conferences, faculty conferences and school-based and regional professional development sessions. Assistant Principals, common branch teachers, ESL teachers, guidance counselors, special education teachers, OT/PT, speech therapists and the parent coordinator are invited to staff development that will ensure they are working as best they can with ESL students. Staff attend curriculum training in reading and writing at Teachers College and at in house meetings. In addition, our content area teachers attend meetings outside of school. Our guidance counselor,OT/PT, speech therapists etc are involved in all in house staff development and work closely with the ESL department to identify the students they work with and communicate how to best address their needs. Our staff participates in ESL congruence days where they meet to plan. In addition, we provide staff development on Professional Development days and when support from our network visits. We keep records of these meetings by listing dates, having agendas, and attendance signature sheets.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Provide high-quality curriculum instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- P.S. 68 utilizes a Balanced Literacy approach to reading, writing, listening and speaking.
- We follow the Teacher's College Literacy program. This methodology includes running records, mini lessons, individual conferences, guided reading, advancing on the writing continuum, and improving independent reading skills.
- P.S. 68 utilizes the Envision Math Program.
- Students are expected to arrive at school on time and are expected to have minimal days absent.
- Our school expects students to read a minimum of 25 books per year.
- Students are expected to complete their homework each night.
- Our teachers foster academic rigor by teaching to individual needs through small group instruction.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

- Our PTA holds monthly meetings to inform parents of the on goings in the school. In addition, parent-teacher conferences are conducted bi-annually in November and then again in March.
- P.S. 68 provides information to all parents through the school newsletter, The Spark. This year we are also sending home monthly goal letters for each grade with individual strategies to help each student reach the goals.
- In addition to the parent-teacher conferences that are held twice a year, P.S. 68 hosts a Meet the Teacher night in September and Open School week in November.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- Report cards are distributed three times a year.
- We continue to distribute Goal Letters that are sent out to parents at the beginning of each month. These letters outline what is being learned in each subject during the month and ways parents can help their child meet their individual goals.
- P.S. 68 administers interim assessments. These reports are made available to parents through ARIS.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- P.S. 68 provides opportunities for communication with parents at PTA meetings, Leadership Team meetings, parent-teacher conferences, individual phone or in person conferences, and Meet the Teacher night.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

- Parents are invited to visit their child's classroom during open school week in November. In addition, parents are welcome to make an appointment to visit their child's classroom at any other time during the school year.
- This year, the Principal plans to conduct walkthroughs of the building with the parents in an effort to allow parents to see what their children are learning.

Our Parent Coordinator works closely with the ESL department to ensure that our parent's voices are heard. Most of our documents are translated and we provide translation at every meeting. We currently implemented a "Parent Room" where parents can gather to: read books, use the computer, take copies of notices and see what is happening activity and curriculum wise throughout the school. Our parents are invited to a monthly craft group and are invited to parent workshops that are provided by outside vendors including Sylvan Learning.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	3	7	6	2									26
Intermediate(I)	15	8	7	7	9									46
Advanced (A)	10	16	4	12	16									58
Total	33	27	18	25	27	0	0	0	0	0	0	0	0	130

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	1								
	I	3	4	1	3	0								
	A	18	18	11	15	13								
	P	11	3	5	7	13								
READING/ WRITING	B	8	0	5	5	2								
	I	14	1	8	8	9								
	A	7	11	4	9	13								
	P	3	5	0	3	3								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	11	4	0	23
4	10	13	3	0	26
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	9		9		8		0		26
4	5		17		5		0		27
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		6		14		3		21
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)									
Chinese Reading Test									

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

Our ELL students take content area tests in English and need further support to gain proficiency in content areas.

2. Describe how the school leadership and teachers are using the results of the ELL Interim Assessments.

Our School Leadership Team along with our ESL teachers, Literacy and Math Coaches, and classroom teachers meet regularly to review all Interim Assessments. This information is used to plan staff development and to differentiate the instruction to the student's individual needs.

3. What are the implications for the school's LAP and instruction? How is the Native Language used?

Our LAP is based on the results of the NYSESLAT and all other assessments, both formal and informal. In order to improve the instruction of our students both in literacy and the content areas we plan for extensive professional development in strategies that are effective for ELL Learners including TPR, repetition, picture-word association, picture walks, role playing and guided conversation as well as SIOP- Sheltered Instruction Observation Protocol- activities, language experience and integrated language arts approach.

In addition, the "Foundations" Program is utilized as an additional intervention strategy. A student that receives a beginner or intermediate score on the above-mentioned exams receives a double period or 100 minutes of daily instruction, five times a week, by a certified ESL teacher. A student that receives an advanced score on these same tests receives a single period or 50 minutes of daily instruction, five times a week, by a certified ESL teacher.

In first grade the listening and speaking range was as follows: A total of 12 out of 32 students scored proficient. A total of 17 out of 32 students scored at the advanced level, 3 out of 32 scored at the Intermediate level and 0 at the Beginner level. This indicates that 38% scored at the Advanced level, 9% at the Intermediate Level and 0% at the Beginner level. In Reading and Writing, the range was as follows: a total of 4 out of 32 students scored Proficient, 7 out of 32 students scored at the Advanced Level. In addition, 13 out of 32 students scored Intermediate. 8 out of 32 students scored at the Beginner level. This indicates that 22% scored at the Advanced level, 41% scored at the Intermediate level and 25% at the Beginner level.

In the second grade the Listening and Speaking range was as follows: A total of 2 students scored proficient and a total of 19 out of 26 students scored at the Advanced level, 2 students scored at the Intermediate level and 3 scored at the beginning level. This indicates that 73% scored at the Advanced level, 2% at the Intermediate level, and 11% at the Beginner level. In Reading and Writing, the range was as follows: A total of 10 students scored at the Advanced Level, 7 scored at the Intermediate Level, and 3 scored at the Beginner level. This indicates that 38% scored at the Advanced Level, 27% scored at the Intermediate Level, and 12% at the Beginner Level.

In the Third Grade the Listening and Speaking range was as follows: a total of 4 students scored at the Proficient level, a total of 9 students scored at the Advanced level, 2 scored at the Intermediate Level and 0 scored at the Beginner level. This indicates that 60% scored at the Advanced level, 13% scored at the Intermediate level and 0% scored at the Beginner level. In Reading and Writing, the range was as follows: a total of 4 out of 15 students scored at the Advanced Level, 7 scored at the Intermediate Level and 4 out of 15 scored at the Beginner level. This indicates that 27% of the students scored at an advanced level, 46% scored at an Intermediate level and 27% scored at a Beginner Level.

In the Fourth grade, the Listening and Speaking range was as follows: A total of 15 students out of 25 scored at the Advanced level, 3 out of 25 scored at the Intermediate Level and 0 scored at the Beginner level. This indicates that 60% of the students scored at the Advanced level, 12% of the students scored at the Intermediate level and 0% scored at the Beginner level. In Reading and Writing, the range was as follows: A total of 2 students scored at the Proficient level. A total of 10 out of 25 students scored at the Advanced level, 8 out of 25 scored at the Intermediate level and 5 out of 25 scored at the Beginner level. This indicated that 40% of the students scored Advanced, 32% of the students scored Intermediate and 20% scored at the Beginner Level.

In the Fifth Grade the Listening and Speaking range was as follows: a total of 12 students scored at the Proficient level. A total of 12 students out of 27 scored at the Advanced level. A total of 2 students out of 27 scored at the Intermediate level and 1 student scored at the Beginner level. This indicates that 44% scored at the Advanced level, 8% scored at the Intermediate Level and 4% scored at the Beginner level. In Reading and Writing, the range was as follows: 13 out of 27 students scored at the Advanced level, 9 out of 27 students scored at the Intermediate level and 2 out of 27 students scored at the Beginner level. This indicates that 48% of the students scored at the Advanced level, 33% scored at the Intermediate level and 8% scored at the Beginner level.

We currently have 21 students who tested Proficient for the 2010-2011 school year.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

School Name: P.S. 68

School DBN: 24Q068

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anne-Marie Scalfaro	Principal		12/1/11
Karen Gleason	Assistant Principal		12/1/11
Barbara Malave	Parent Coordinator		12/1/11
Eliza Chiriac	ESL Teacher		12/1/11
Gloria Harris	Parent		12/1/11
Pamela Hotis	Teacher/Subject Area		12/1/11
Susan Ibelli	Teacher/Subject Area		12/1/11
n/a	Coach		12/1/11

School Name: P.S. 68

School DBN: 24Q068

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
n/a	Coach		12/1/11
Carolyn McNulty	Guidance Counselor		12/1/11
Diane Foley	Network Leader		12/1/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q068 **School Name:** Cambridge School

Cluster: 2 **Network:** 204

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Parent interviews and feedback from P.T.A. and School Leadership Team indicate that parents are interested in learning English. Most parents indicate that they want notices and meetings to be conducted in English with translations available on an as need basis.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Parent interviews and agenda items at School Leadership Teams and P.T.A. Meetings indicate a preference for English Language materials with translation services available as needed. Currently, we have approximately 750 parents. The predominate language spoken other than English is Spanish. However, there is a small amount of parents that speak the following languages: Chinese, Polish, Thai, Romanian and Arabic. In order to accommodate parent, letters sent home are translated into Spanish the dominate alternate language and other languages upon request. Results of the needs assessment were discussed at School Leadership Team Meetings, P.T.A. Meetings and parent workshops. Parents are most concerned about understanding teachers at Parent Teacher Conferences. There is a need for translation of some parents at these conferences. This is provided by school staff upon request.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Written translation will be provided as requested by parents. Written translations are provided by in-house school staff. Notice provided by the Department of Education and the Region are translated in various languages and distributed to those families that have been identified as needing the service.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

In house teachers, school aides and /or paraprofessionals will provide interpretation as needed in the following languages:
Spanish, Polish, Chinese, Romanian, Thai and Arabic!

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Interpretation and translation of all notices will be provided by school staff as available. Translations services letters are displayed in the hallway by the parent bulleting board. Each notice is displayed in all languages so that the parents can read and understand the services available for them.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: P.S. 68	DBN: 24Q068
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 80
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 3
of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: P.S. 68's Title III program provides English Language Learners with supplemental instruction in an Early Bird program as well as an After School program. Students' NYSESLAT scores, portfolios, State Math/ELA scores, running records and formal and informal observations are used to determine the additional instruction necessary for these children. The Early Bird program will service grades 2,3, 4 and 5.

We have six teachers teaching the early bird program. To date, three of the six are Licensed ESL teachers. The licensed ESL teachers work as "push-in" providers for thirty minutes each session. These teachers will work collaboratively with the classroom teacher.

The Early Bird Program specifically addresses instruction to improve language development, writing and vocabulary. The math component will focus on problem solving, numeration, measurement, etc. The Early Bird program will meet 3 days per week (Monday, Tuesday and Wednesday) for approximately 60 sessions from 7:05 a.m. to 8:05 a.m. During the months of November through May. This program will meet every morning up until the State Reading Test and the State Math Test. The Early Bird Program will service approximately 80 students in grades 2, 3,4 and 5. Instruction will be provided by a certified ESL teacher to help students meet the standards in math, reading and writing. We chose to use a Balanced Literacy approach to reading and writing because it is a framework designed to help all students learn to read and write effectively. The Literacy Workshop model that we will use at PS 68 is a model designed to teach children to read and write in order to reach grade level status. With this model, based on the research of Marie Clay, Irene Fountas, and Gay Su Pennell, children read and write each day independently and in group settings (both large and small). Our teachers will focus on four different types of reading experiences: Reading aloud to children, Shared reading, Guided reading, and Independent reading. Children will also participate in Shared writing, Writer's workshop, and Interactive writing. Listening and speaking will also be emphasized in this integrated language approach. All experiences meet the Common Core Standards for Language Arts Instruction. Strategies will be used to unwrap difficult texts. Language development will be supported by "shades of meaning".

Supplementary non-fiction instructional materials that focus on the areas of student need will be provided to augment this instruction. General instructional supplies such as markers and chart paper will be purchased to support the program. Third graders will be given baggies of "just right" books for reading that is more content based. Third and fourth graders will receive content books to support the unit of study that will help prepare them for the social studies and science tests.

Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: P.S. 68's Title III Professional Development Program will focus on providing teachers with scaffolding differentiated instructional strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards and achieve higher scores on all state assessments. Teachers will participate in professional development workshops. These professional development sessions will be facilitated by the school principal and ESL teachers. Four teachers and one supervisor working in the supplementary instructional program will receive 3 sessions of professional development before school from 7 to 8 a.m.

Topics that will be addressed during these professional development sessions are as follows:

1. One hour professional development sessions will be devoted to the strategies needed to prepare ELL students to meet the Common Core Learning Standards and to gain a clear understanding of the NYSESLAT test.
2. One hour professional development sessions will be devoted to Differentiated Instructional Strategies used in the workshop model emphasizing language objectives.
3. One hour professional development sessions will be devoted to mathematical instructional strategies to develop and enhance students' skills and performance on the city and state assessments. Included in this staff development, will be an increase in content area teaching including science and social studies.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: P.S. 68's Title III program will provide ELL parents/guardians with the opportunity to attend a variety of family literacy and math workshops so that they can better assist in the education and learning of their children at home. A series of one hour workshops will be held (times to be announced) to accommodate different schedules. Parents will be surveyed to find out times that are agreeable to all. Parents will be provided with translation services during each workshop and will receive notification of each workshop in their native language.

Workshops will address the following:

- Parents will be coached in how to use math strategies in problem solving.
- Parents will become familiar with the ESL learning standards and the NYSESLAT assessment.
- Parents will become familiar with the English Language Arts and English as a Second Language Performance Standards.
- Parents will also have the opportunity to attend an adult ESL class.

Parent workshops will be facilitated by the ESL Coordinator, the Parent Coordinator, Math and Literacy coaches, and/or administrators.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$22, 336.00	Teacher/Administration Salaries Supplies