



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** PS 68

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 11X068

**PRINCIPAL:** CATHY HELFRICH

**EMAIL:** CHELFRI@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ELIZABETH WHITE

## 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 |
|-------------------------|--|-----------|
| Cathy Helfrich          | *Principal or Designee   |           |
| Richard Salisbury       | *UFT Chapter Leader or Designee  |           |
| Claudia Wallace Lindsay | *PA/PTA President or Designated Co-President   |           |
| Eugenia Graham          | 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  |           |
| Tina Edwards Felder     | Member/  |           |
| Barbara Tully           | Member/  |           |
| Triciaann Clarke        | Member/  |           |
| Christine Brown         | Member/  |           |
| Antoinise Saintil       |  |           |
| Marvia Henry            | Member/  |           |
|                         | 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2013, we will show an increase of 3% in the school's median adjusted growth percentile in ELA as measured by the 2012-2013 Progress Report**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

According to the 2011-2012 Progress Report when compared to our peer schools PS 68 performed at the 30.7 percentile and compared to city schools performed at the 25.3 percentile.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - all literacy modules/units are aligned to the Common Core Learning Standards
    - RTI has been fully implemented across all grades; Tier 3 supports the schools bottom third in ELA with use of Fountas and Pinnel Leveled Literacy Intervention - a research based program for target intervention, students meet daily for a 45 minute period in groups of no more than three students, and includes ongoing assessment 3 times a month; Tier 2 students meet at least 3 times a week for 30 minutes in groups less than five, with monthly assessment. These activities are in addition to the literacy block
    - Implementation of Star Assessment as a research based progress monitoring tool for students in grade 2 and up
    - Mondo balanced literacy program is implemented school wide
    - ELA Saturday Academy customized to focus on specific areas of strengths and weaknesses
  - b) key personnel and other resources used to implement these strategies/activities,
    - RTI literacy team
    - 1.5 literacy coaches
    - Literacy curriculum team
    - Mondo professional consultant
    - Network Professional Development – Literacy Lab
    - Administrators conduct frequent classroom visits and provide staff with feedback as part of the Teacher Effectiveness Program
    - Grade level module development teacher teams
    - Internal support and professional development on Engage NY literacy tasks incorporating science and social studies
    - Learning Leaders implement Great Leaps with targeted students
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - during the 2011-2012 school year a teacher team was involved in the evaluation of two computerized assessment programs for implementation during the 2012-2013 school year
    - teachers are responsible for vertical and horizontal alignment of Fountas and Pinnel reading levels
    - culminating assessment sessions to evaluate modules and inform future teaching
    - teacher teams engage in regular inquiry work to Surface the Gap between grade level standards and current student functioning
    - Survey Monkey used to gather regular staff feedback

d) timeline for implementation.

- Summer 2012 – literacy curriculum teams met to revise curriculum maps and plan units of study
- STAR assessment fall, winter, spring
- September 2012 – June 2013 – ongoing professional development and implementation

#### Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - Title I parent literacy workshops
  - School based parent literacy workshops
  - Administration, and staff provide parents with monthly reports and updates during PTA meetings
  - School Leadership Team meets regularly
  - Learning Leaders supported by parent coordinator and school wide liaison

#### 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:

Contract for Excellence  
School Support Supplemental  
AARA

#### Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I SWP School, conceptual consolidation allows us to combine federal and local funds such as Tax Levy Fair Student Funding, Children's First Network and parent coordinator funds, Title I SWP funds, C for E, School Support Supplemental finds and AARA funding with human resources to implement this action plan. Funds support the following

- Literacy coach
- Mondo literacy consultant
- RTI providers
- Per session for staff to conduct Saturday Academy
- Parent Coordinator position
- Guidance counselor (STH)
- Educational hardware and software

- Library services
- Parent workshops
- Classroom supplies and materials
- Technology cluster

To address NCLB guidelines, the school supports Universal Pre-Kindergarten breakfast in the schools program, guidance counselor and translations/consultant services.

## 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2013 grade 4 and 5 students will increase average proficiency ratings by 2% in ELA as measured by the 2013 ELA state examinations.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on the 2011-2012 Progress Report 37.9% of our students achieved Level 3 or 4 in ELA.

### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
  - all literacy modules/units are aligned to the Common Core Learning Standards
  - Implementation of Star Assessment as a research based progress monitoring tool for students in grade 2 and up
  - Mondo balanced literacy program is implemented school wide
  - ELA Saturday Academy customized to focus on specific areas of strengths and weaknesses
  - Multiple Entry Points in Literacy Modules of Study
  - Peer Tutoring
  
- b) key personnel and other resources used to implement these strategies/activities,
  - 1.5 literacy coaches
  - Literacy curriculum team
  - Mondo professional consultant
  - Network Professional Development – Literacy Lab
  - Administrators conduct frequent classroom visits and provide staff with feedback as part of the Teacher Effectiveness Program
  - Grade level module development teacher teams
  - Internal support and professional development on Engage NY literacy tasks incorporating science and social studies
  
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - during the 2011-2012 school year a teacher team was involved in the evaluation of two computerized assessment programs for implementation during the 2012-2013 school year
  - teachers are responsible for vertical and horizontal alignment of Fountas and Pinnel reading levels
  - culminating assessment sessions to evaluate modules and inform future teaching
  - teacher teams engage in regular inquiry work to Surface the Gap between grade level standards and current student functioning
  - Survey Monkey used to gather regular staff feedback
  
- d) timeline for implementation.
  - Summer 2012 – literacy curriculum teams met to revise curriculum maps and plan units of study
  - STAR assessment fall, winter, spring

- September 2012 – June 2013 – ongoing professional development and implementation

**Strategies to increase parental involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Title I parent literacy workshops
- School based parent literacy workshops
- Administration, and staff provide parents with monthly reports and updates during PTA meetings
- School Leadership Team meets regularly

**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:

Contract for Excellence  
 School Support Supplemental  
 AARA

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).  
 Service and program coordination

As a Title I SWP School, conceptual consolidation allows us to combine federal and local funds such as Tax Levy Fair Student Funding, Children’s First Network and parent coordinator funds, Title I SWP funds, C for E, School Support Supplemental finds and AARA funding with human resources to implement this action plan. Funds support the following

- Literacy coach
- Mondo literacy consultant
- Parent Coordinator position
- Guidance counselor (STH)
- Educational hardware and software
- Library services
- Parent workshops
- Study Group Planning

- Classroom supplies and materials
- Technology cluster

To address NCLB guidelines, the school supports Universal Pre-Kindergarten breakfast in the schools program, guidance counselor and translations/consultant services.

### **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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 there will be a 3% increase in the number of students with disabilities in grades 4 and 5 demonstrating one years progress toward meeting state standards in ELA as measured by the 2013 NYS assessments

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The 2010-2011 NYS Report Card Accountability and Overview Report states that the students with disabilities (SWD) subgroup did not meet their AYP goals in ELA

#### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- A) Strategies/activities that encompass the needs of identified student subgroups all literacy modules/units are aligned to the Common Core Learning Standards
- RTI has been fully implemented across all grades; Tier 3 supports the schools bottom third in ELA with use of Fountas and Pinnel Leveled Literacy Intervention - a research based program for target intervention, students meet daily for a 45 minute period in groups of no more than three students, and includes ongoing assessment 3 times a month; Tier 2 students meet at least 3 times a week for 30 minutes in groups less than five, with monthly assessment. These activities are in addition to the literacy block
  - Implementation of Star Assessment as a research based progress monitoring tool for students in grade 2 and up
  - Mondo balanced literacy program is implemented school wide
  - ELA Saturday Academy customized to focus on specific areas of strengths and weaknesses
  - Increase of Integrated Co-Teaching classes across all grades
  - Additional instructional support for SETTS
- B) key personnel and other resources used to implement these strategies/activities,
- RTI literacy team
  - 1.5 literacy coaches
  - Literacy curriculum team
  - Mondo professional consultant
  - Network Professional development – Literacy Lab
  - Administrators conduct frequent classroom visits and provide staff with feedback as part of the Teacher Effectiveness Program
  - Grade level module development teacher teams
  - Internal support and professional development on Engage NY literacy tasks incorporating science and social studies
  - Learning Leaders implement Great Leaps with targeted students
  - Ongoing collaboration between general education and special education teachers to share best practices

C) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- during the 2011-2012 school year a teacher team was involved in the evaluation of two computerized assessment programs for implementation during the 2012-2013 school year
- teachers are responsible for vertical and horizontal alignment of Fountas and Pinnel reading levels
- culminating assessment sessions to evaluate modules and inform future teaching
- teacher teams engage in regular inquiry work to Surface the Gap between grade level standards and current student functioning
- Survey Monkey used to gather regular staff feedback

D) timeline for implementation.

- STAR assessment fall, winter, spring
- Summer 2012 – literacy curriculum teams met to revise curriculum maps and plan units of study
- September 2012 – June 2013 – ongoing professional development and implementation

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - Title I parent literacy workshops
  - School based parent literacy workshops
  - Administration, and staff provide parents with monthly reports and updates during PTA meetings
  - School Leadership Team meets regularly
  - Learning Leaders supported by parent coordinator and school wide liaison
  - Monthly Saturday parent workshops addressing academic needs of students with IEPs

**Budget and resources alignment**

- Indicate your school's Title I status: X  **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**     X   **Title IIA**   \_\_\_\_\_ **Title III**   \_\_\_\_\_ **Grants**     X   **Other**

If other is selected describe here:

Contract for Excellence  
 School Support Supplemental  
 AARA

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I SWP School, conceptual consolidation allows us to combine federal and local funds such as Tax Levy Fair Student Funding, Children's First Network

and parent coordinator funds, Title I SWP funds, C for E, School Support Supplemental finds and AARA funding with human resources to implement this action plan. Funds support the following

- Literacy coach
- Mondo literacy consultant
- RTI providers
- Per session for staff to conduct Saturday Academy
- Parent Coordinator position
- Guidance counselor (STH)
- Educational hardware and software
- Library services
- Parent workshops
- Classroom supplies and materials
- Technology cluster

To address NCLB guidelines, the school supports Universal Pre-Kindergarten breakfast in the schools program, guidance counselor and translations/consultant services.

## **ANNUAL GOAL #4 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 #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2013 80% of teachers included in the Teacher Effectiveness Program will show growth in two competencies as evidenced by the mid-year conversations and end of year ARIS reports**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on state and city data, there is a negative trend in teachers' abilities to show improved student outcomes across disciplines.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - participation in the Teacher Effectiveness Program
    - ongoing staff professional development in Danielson competencies
    - 6 classroom observations with feedback
    - Teacher teams creating math tasks for submission to the common core library
    - Teacher teams designing common assessments
    - Creation of yearlong professional development calendar
    - Study group based on effective planning.
  - b) key personnel and other resources used to implement these strategies/activities,
    - Network support
    - Office of Teacher Development to provide professional development
    - Talent coach assigned to school to support administration
    - Teachscape
    - ARIS
    - Coaches provide follow up support for teachers
    - Behavior Specialist
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - teachers approved school participation in TEP (June 2012)
    - midyear conversations between teachers and administrators to support teachers in creating professional goals
    - TEP team
    - TEP administration and teacher surveys
    - Teachers participated in initial trainings and roll out of the program

d) Timeline for implementation.

- June 2012 – staff approval for participation in TEP
- Summer 2012 training for administration, UFT chairperson and teacher leaders
- 2012 -2013 – ongoing professional development at conference days, faculty conferences, targeted PD sessions
- 2012 – 2013 ongoing professional development for administration
- February 2013 – completion of all mid-year conversations
- Spring 2013- Study Group
- Spring 2013- common assessments and common core tasks
- June 2013 – completion of all final year conversations

**Strategies to increase parental involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- PTA Meetings
- SLT Meetings
- Parent School Website

**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**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Literacy & Math Coaches support teachers in providing strategies for implementation of TEP next steps based on ARIS feedback.
- Coaches provide Professional development in lesson planning, DOK, assessments and engaging students.
- Coaches co-teach, model lessons, and coordinate inter classroom visitations.
- Licensed Behavior Specialist that assists staff with TIER 1 and Tier 2 management strategies.
- Per session to create common assessments, common core tasks.
- Per session study group based on effective planning.

To address NCLB guidelines, the school supports Universal Pre-Kindergarten breakfast in the schools program, guidance counselor and translations/consultant services.

## **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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
**By June 2013 there will be a 3% increase in parent participation in school wide activities.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
Based on the 2010-2011 Learning Environment Survey 10% of the parents surveyed reported dissatisfaction with the school's efforts to communicate effectively, this was a slight decline from the 2009-2012 Learning Environment Survey. The Quality Review of 2010-2011 states the school needs to improve consistent open exchange with students and families regarding student achievement to develop more informed student progress monitoring.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - Monthly goals
    - Information disseminated in English & Spanish
    - Creation of a Parent Handbook
    - Creation of Parent Website
    - Monthly Saturday Workshops for parents of highly functioning Autistic children
    - New installation of Message Board outside the school building
    - Academic Parent Workshops ongoing throughout the year
    - Title I Parent Workshops
    - Supporting parent communication through ARIS, communication notebooks and progress reports
    - Teacher & Principal Report at all PTA Meetings
    - Partnership with Learning Leaders
  - b) key personnel and other resources used to implement these strategies/activities,
    - Translation provided by staff
    - PTA Executive Board
    - Title I Liaison
    - Parent Coordinator
    - Coaches/Staff to facilitate at parent workshops
    - Technology position
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - Title I Parent Surveys
    - Learning Environment Surveys
  - d) timeline for implementation
    - September 2012- June 2013

**Strategies to increase parental involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Parents trained on ARIS
- Development of a Parent Handbook
- Translation of flyers and letters
- Creation of Parent Website
- Partnership with Learning Leaders

**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: School Support Supplemental

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Coaches
- Parent Workshops
- Refreshments and support materials for parents
- Technology position to assist parents and maintain parent website
- Translation services
- Parent Coordinator

To address NCLB guidelines, the school supports Universal Pre-Kindergarten breakfast in the schools program, guidance counselor and translations/consultant services.

**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  | Fountas & Pinnell leveled targeted instruction<br>Guided Reading & writing<br>Shared Reading<br>Interactive Writing<br>Peer & Self Editing<br>Modeled Writing<br>Think Alouds<br>Great Leaps | Small group tutoring<br>One to one intervention                                | During school day<br>RTI period<br>Saturday Academy                                       |
| Mathematics                                  | Intervention is a component in the curriculum<br>First in Math<br>Mentoring Minds<br>Intervention Pilot Program<br>Great Leaps   | Small group tutoring<br>One to one intervention                                | During school day<br>Extended day<br>Saturday Academy                                     |
| Science                                      | Imbedded within the Literacy Curriculum  |  |   |
| Social Studies                               | Imbedded within the Literacy Curriculum  |  |   |

|  |  |                                     |                   |
|--|--|-------------------------------------|-------------------|
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Speech Counseling (National Guidance Standards)<br>Occupational Therapy (Handwriting without Tears)<br>SETTS | Small Groups<br>One to one tutoring | During school day |
|--|--|-------------------------------------|-------------------|

### 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.

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- The pupil personnel secretary works closely with network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers
- Partnership with local colleges and universities to support teachers
- Grade leaders and coaches provide targeted support for staff
- TEP supports all teachers to be effective and highly effective

**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.

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**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 PTA 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: understanding educational accountability grade-level curriculum and assessment expectations; literacy, social development intervention, transition to middle school, articulation 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 1<sup>st</sup> 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; such as Cultural Fairs, Breakfast with the Orchestra, Multiplication Bees, and Science Fair
- 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; including Movie Nights, Game Nights and Valentine's Dance
- establishing a Parent Resource Center/Area; 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; Learning Leaders
- providing written and verbal progress reports that are regularly given to keep parents informed of their children's progress;
- Regularly updating Monthly Goals and Parent Website 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
- participation in TEP to increase effective and highly effective teachers in all classrooms
- children engaged in performance based tasks in ELA & Math
- respecting cultural, racial and ethnic differences
- implementing a curriculum aligned to the Common Core State Learning Standards; EngageNY
- 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 1<sup>st</sup> 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
- distribution of Parent Handbook
- creation of a Parent Website
- monthly grade goals

*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 <b>Jose Ruiz</b> | District <b>11</b> | Borough <b>Bronx</b> | School Number <b>068</b> |
| School Name <b>P.S. 68</b>                     |                    |                      |                          |

### B. Language Allocation Policy Team Composition [?](#)

|   |  |
|---|--|
| Principal <b>Catherine Helfrich</b>                 | Assistant Principal <b>Lauren Kish</b>     |
| Coach <b>Barbara Tully (Math)</b>                   | Coach <b>Maryanne Diliberti (Literacy)</b> |
| ESL Teacher <b>Jalila Washington</b>                | Guidance Counselor <b>type here</b>        |
| Teacher/Subject Area <b>Yolanda Robinson (Math)</b> | Parent <b>type here</b>                    |
| Teacher/Subject Area <b>type here</b>               | Parent Coordinator <b>type here</b>        |
| Related Service Provider <b>Janis Barber</b>        | Other <b>type here</b>                     |
| Network Leader <b>type here</b>                     | Other <b>type here</b>                     |

### 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   | <b>2</b> | Number of certified bilingual teachers   | <b>0</b> | Number of certified NLA/foreign language teachers              | <b>0</b> |
| Number of content area teachers with bilingual extensions                    | <b>0</b> | Number of special education teachers with bilingual extensions   | <b>1</b> | Number of teachers of ELLs without ESL/bilingual certification | <b>0</b> |
| Number of teachers who hold both a bilingual extension and ESL certification | <b>1</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>0</b> |  |          |

### D. School Demographics

|                                    |            |                      |           |   |              |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total number of students in school | <b>794</b> | Total Number of ELLs | <b>15</b> | ELLs as share of total student population (%) | <b>1.89%</b> |
|------------------------------------|------------|----------------------|-----------|---|--------------|

## 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. 

1. During the registration process, parents of new entrants to the NYC Public School system are required to complete a Home Language Identification Survey (HLIS). The process includes an informal interview in English and in the native language. In the event that a parent speaks a language that our pedagogical staff does not speak, we contact the translation and interpretation unit (TIU) within the department of education. They provide translation and interpretation for many languages including low-incidence languages. The administration of the HLIS is conducted by a certified ESL teacher (J. Washington) or one of two other certified teachers who are bilingual (T. Harris, J. Wolfe) and have been trained on the ELL identification process. After a review of the HLIS and the oral interview, if a child speaks a language other than English the child is administered the Lab-R within the first ten days of school. The Lab-R is hand scored by the ESL teacher (this allows students to be serviced immediately) and the answer documents are sent to the ISC. In ATS the RLER report is ran to determine if there are any students who are eligible to take to the LAB-R also. If the LAB-R indicates that the student is limited English proficient (LEP) and his/her native language is Spanish that student is administered the Spanish Lab. If the student scores below a proficient level on the LAB-R they are considered an ELL. Each spring, all ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT). In ATS the RLER report is ran to confirm all students in our school who are eligible for the NYSESLAT exam are administered the exam. The NYSESLAT exam measures student proficiency in reading, writing, speaking and listening in English. The speaking portion of the NYSESLAT is administered on a one to one basis with the ESL teacher and student. The other three modalities of the NYSESLAT -listening, reading, writing are administered over three days during the testing window. If a student scores proficient on the NYSESLAT they are no longer considered and ELL but they are entitled to testing accommodations for two additional years. Receiving a level of proficient on the NYSESLAT is the only way for a student to test out of any LEP program. 2. Once a child is deemed an ELL, the parents are invited to attend a parent orientation. The orientations are held within ten days of the child's enrollment in school. The orientations are conducted by the ESL teacher, a pedagogue and the parent coordinator. If needed the TIU is contacted and in attendance via phone to assist. If parents are unable to make the orientation, more will be scheduled up to a total of three. If parents fail to attend an orientation meeting after the third attempt the default language program will automatically be the transitional bilingual. During the orientation, parents watch an informative video (in their native language) which is an overview of the three major language programs offered in the NYC public schools: Transitional Bilingual Education (TBE), English as a Second Language (ESL) and Dual Language (DL). After the video, parents participate in a question and answer session in which the following are discussed: ELL parent brochure, the ELL Programs and the parent survey and program selection form as well any concerns the parents have. Next, parents complete the program selection form and survey. Parents choose, in order of preference, between ESL, TBE, or DL. If a parent's first choice is not offered at PS 68 they are given a choice to have their child attend another school that offers their first program choice. The ESL teacher and the pupil personnel secretary provide the parents with a list of schools that offer their first language program choice. If there is no space available, parents are then placed in contact with the office of enrollment to see what can be done to honor their first choice. 3. Entitlement letters are sent to parents once ELL eligibility is determined along with an invitation to a parent orientation. Invitations are sent home via child and/or certified mail to parents one week before orientation and parents receive a reminder phone call 2-3 days before the orientation date. The ESL teacher documents the date invitations were sent home and follows up with a phone call if necessary. Parent survey and program selection forms are collected during the parent orientation. If the forms are not returned the

default program is TBE. If our school has at least 15 students with the same native language, whose parents have selected TBE or DL in two contiguous grades a TBE class will be opened otherwise the student is placed in our freestanding ESL program (at this time we do not offer transitional or dual language programs). We offer to place the students' names on a waiting list with the possibility of opening up a class if we attain the required number of students to open up a TBE or DL class. The ESL teacher follows up with the collection of the surveys on a weekly basis. Once the surveys are collected the original will be placed in the students cum folder and a copy will be held in the ESL office. 4. Identified ELLs are placed in a language program based on the scores of their LAB-R. If they fall below a level of proficient for their current grade level they are considered a LEP student and entitled to services. If we do not have the program the parent requests, they are informed of their transfer options and provided with a list of schools in the area that offer their program choice. Parents have the right to have their child attend a school with their first language choice program. Parents of students whose NYSESLAT scores do not indicate a level of proficient receive a continued entitlement letter (via the child and mail) to inform parents of continued mandated ESL services. Records of all dates entitlement letters are sent out are kept in a parent communication binder in the ESL office. In consulting or communicating with parents we strive to do so in their native language with assistance from other pedagogue or the TIU. 5. The trend in program choice is predominately ESL. Over the last two years at least 90% of parents have chosen to place their child in ESL. 6. We ensure that parent choice is honored and that parents are fully informed of their rights in selecting a language program for their child. The program model of ESL is currently in alignment with parent requests, with the majority desiring the program model we now offer. A few parents who choose a program other than ESL have shown a trend of rejecting the transfer option do to the distance of the providing school and lack of free busing and therefore allow their child to receive ESL services in our school.

## Part III: ELL Demographics

### A. ELL Programs

|  |  |
|--|--|
| <b>This school serves the following grades (includes ELLs and EPs)</b><br>Check all that apply | K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/><br>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 <input type="checkbox"/> |
|--|--|

#### 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 | To<br>t # |
| <b>Transitional Bilingual Education</b><br><small>(60%:40% → 50%:50% → 75%:25%)</small> |   |   |   |   |   |   |   |   |   |   |    |    |    | 0         |
| <b>Dual Language</b><br><small>(50%:50%)</small>  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0         |
| <b>Freestanding ESL</b>   |   |   |   |   |   |   |   |   |   |   |    |    |    |           |
| <b>Self-Contained</b>   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0         |
| <b>Push-In</b>  | 2 | 2 | 2 | 2 | 2 | 2 |   |   |   |   |    |    |    | 12        |
| <b>Total</b>  | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 12        |

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                               |   |
|-----------------------------|----|--|----|-------------------------------|---|
| All ELLs                    | 15 | Newcomers (ELLs receiving service 0-3 years) | 12 | Special Education             | 5 |
| SIFE                        | 0  | ELLs receiving service 4-6 years             | 3  | Long-Term (completed 6 years) | 0 |

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 |      |                   |                  |      |                   |                                    |      |                   | Total |
|---------------|-------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
|               | ELLs (0-3 years)  |      |                   | ELLs (4-6 years) |      |                   | Long-Term ELLs (completed 6 years) |      |                   |       |
|               | All               | SIFE | Special Education | All              | SIFE | Special Education | All                                | SIFE | Special Education |       |
| TBE           |                   |      |                   |                  |      |                   |                                    |      |                   | 0     |
| Dual Language |                   |      |                   |                  |      |                   |                                    |      |                   | 0     |
| ESL           | 12                | 0    | 3                 | 3                | 0    | 2                 | 0                                  | 0    | 0                 | 15    |
| Total         | 12                | 0    | 3                 | 3                | 0    | 2                 | 0                                  | 0    | 0                 | 15    |

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        |
| <b>TOTAL</b>                                   | <b>0</b> |

| 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     | 0  |
| Chinese  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 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<br>L | EP |
| Russian      |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    | 0       | 0  |
| Korean       |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    | 0       | 0  |
| Haitian      |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    | 0       | 0  |
| French       |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    | 0       | 0  |
| Other        |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    | 0       | 0  |
| <b>TOTAL</b> | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  |

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

**Number of ELLs by Grade in Each Language Group**

|              | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
|              | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| Spanish      |     |    |     |    |     |    |     |    | 0     | 0  |
| Chinese      |     |    |     |    |     |    |     |    | 0     | 0  |
| Russian      |     |    |     |    |     |    |     |    | 0     | 0  |
| Korean       |     |    |     |    |     |    |     |    | 0     | 0  |
| Haitian      |     |    |     |    |     |    |     |    | 0     | 0  |
| French       |     |    |     |    |     |    |     |    | 0     | 0  |
| Other        |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 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 | 1 | 3 | 3 | 1 | 5 | 2 |   |   |   |   |    |    |    | 15    |
| Chinese |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Russian |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Bengali |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Urdu    |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Arabic  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Haitian |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| French  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Korean  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Punjabi |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |

## 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     |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Polish       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Albanian     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Other        |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| <b>TOTAL</b> | <b>1</b> | <b>3</b> | <b>3</b> | <b>1</b> | <b>5</b> | <b>2</b> | <b>0</b> | <b>15</b> |

## 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. a) Our Freestanding ESL program is push-in model with direct instruction in English. b) All of our ELLs are native Spanish speakers. The ESL program model is made up of heterogeneous proficiency levels across heterogeneous grades spanning no more than two grade levels. 2. The ESL teacher schedules her lunch and preps around the students lunch periods so that she is able to push-in for two period blocks as often as possible. All beginning and intermediate ELLs receive 360 minutes of ESL instruction (8 periods), and 2 periods of native language arts per week. All advanced ELLs receive 180 minutes of ESL instruction (4 periods), and 1 period of native language arts per week. In addition, all students receive a minimum of 180 minutes (4 periods) of ELA instruction per week provided by the classroom and/or AIS teachers. Proficient ELLs (recently passed the NYSESLAT) meet with ESL teacher for at least 1 period (45 minutes) once a week. 3. Academic content is delivered as whole group, small group or one on one using some of the following strategies to make the content more accessible to ELLs: graphic organizers, vocabulary building, use of visual aids, use of manipulatives and targeted instruction in areas of weakness based on data. In addition, all teachers are encouraged to use multiple modalities to deliver content via smart boards/V-boards. In addition, the ESL teacher provides content area support for ELLs by supplementing content area instruction with Native language materials (i.e. books, websites, community leaders of similar backgrounds). 4. ELLs who have a native language of Spanish are given the Spanish LAB to determine their proficiency level in Spanish. With students who speak a low incidence language we will use the TIU to create a baseline literacy and math assessment to determine the level of proficiency in the student's native language. The results will help us determine the academic level of the student in their native language. 5. All ELLs have equal access to all academic programs

## A. Programming and Scheduling Information

before, during and after school as well as Saturday programs. Also, the strategies we use for newcomers and SIFE can apply to both subgroups. a) SIFE students will be assigned an academic intervention services (AIS) specialist to assist students in developing their oral language skills and in other areas in which they have deficiencies (math, ela). The guidance counselors assist the SIFE students in transitioning into the school community and classroom setting as well as understanding the role of “student” (wearing uniforms, homework, etc.). b) For newcomers, the ESL teacher provides the classroom teachers with training (sheltered instruction) and ESL resources such as picture dictionaries, and guided reading specifically designed for ELLs. We also try to assign a ‘buddy’ to our newcomers within the first week, whom is a responsible classmate who usually speaks the same native language. In addition, newcomers attend our extended day program (taught by a certified ESL teacher) where they receive scaffolded instruction in math and literacy (and preparation for upcoming exams for those students in a testing grade) c) For our 4-6 year ELLs, the results of the NYSESLAT are analyzed to determine area of weakness, instruction is planned accordingly and additional support is provided. A parent meeting will be held to discuss the results of the NYSESLAT and ways parents can use this annual exam and other tools and techniques at home to help their child become English proficient. An analysis of this year’s data shows a weakness in the area of writing. These students will receive targeted writing instruction along with AIS in ela. In addition, they will attend after school programs to develop writing skills. d) Long term ELLs will be assigned an academic intervention services (AIS) specialist to assist the ESL and classroom teacher in assisting the students in developing their English oral skills and in other areas in which they have deficiencies. A parent meeting will also be held to discuss ways parents can help their child at home become English proficient using things at their disposal such as the internet and TV language programs. 6. Special education ELLs are served per their IEP. These students are placed in special education classes, collaborative team teaching classes or mainstream classes with resources room services. These settings consist of small group instruction and an emphasis on multiple modalities for delivering instruction. The teachers use sheltered instruction with a heavy emphasis on scaffolding to make input comprehensible for these students. 7. Academic decisions are made based on the data from the NYSESLAT, LAB-R and other formative and informative assessments. With regard to instruction we provide micro inclusion programs which are in a less restrictive environment, push-in model for AIS and ESL services. In addition, we mainstream students whenever appropriate.

### 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

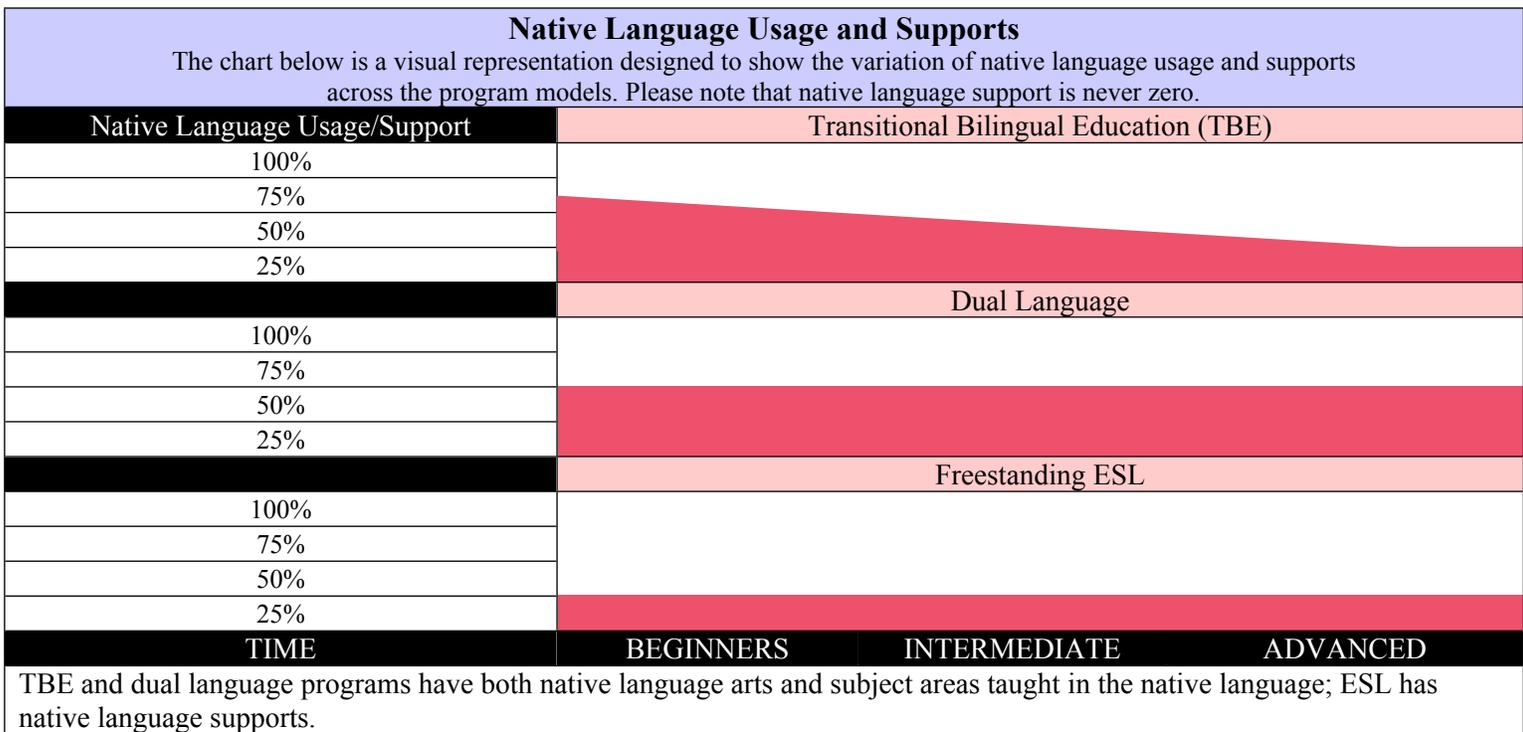
| Class/Content Area   | Language(s) of Instruction |  | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts | 0                          |  |                    | 0                          |
| Social Studies:      | 0                          |  |                    | 0                          |
| Math:                | 0                          |  |                    | 0                          |
| Science:             | 0                          |  |                    | 0                          |
|                      | 0                          |  |                    | 0                          |
|                      | 0                          |  |                    | 0                          |
|                      | 0                          |  |                    | 0                          |
|                      | 0                          |  |                    | 0                          |

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

|  |                  |                     |                 |
|--|------------------|---------------------|-----------------|
|  | <b>Beginning</b> | <b>Intermediate</b> | <b>Advanced</b> |
|--|------------------|---------------------|-----------------|

|   |                       |                       |                      |
|---|-----------------------|-----------------------|----------------------|
| 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 |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts              | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day   |

| <b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b> |                      |                      |                      |
|--|----------------------|----------------------|----------------------|
|  | <b>Beginning</b>     | <b>Intermediate</b>  | <b>Advanced</b>      |
| 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 |
| <b>FOR TBE /DL PROGRAMS:</b><br>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?

In our freestanding ESL program all instruction is in English. 8. Newcomers: Based on formative data collected by classroom teacher students weakness are identified and individualized programs for intervention are developed by the ESL/Classroom/AIS teachers. SIFE: Students will be assigned an academic intervention services (AIS) specialist to assist the ESL and classroom teacher in developing students' English oral skills and in other areas in which they have deficiencies. The guidance counselors assist the SIFE student's transition into the school community and classroom setting as well as the understanding the role of "student" (wearing uniforms, homework, etc.). Long Term ELLs: Students will be assigned an academic intervention services (AIS) specialist to assist the ESL and classroom teacher in assisting the students in developing their English oral skills and in other areas in which they have deficiencies. A parent meeting will also be held to discuss ways parents can help their child at home become English proficient using things at their disposal such as the internet and TV language programs. In addition, students struggling in ELA and/or Math are serviced by the Title 1 Literacy and Math teachers in small groups. Content area teachers work with classroom teachers to devise a plan to assist ELLs struggling in content areas 9. Proficient ELLs meet with the ESL teacher periodically to evaluate progress during their transitional phase. They also receive the same testing accommodations as entitled ELLs for two consecutive years after their test out year. 10. Parents of ELL students will be surveyed in order to create workshops that meet their needs. Mondo literacy is being expanded into the upper grades gradually. Envision math is being piloted in grades K, 1 and 4. Furthermore, we have created a 10-week genre cycles for writing to increase student stamina and proficiency in multiple genres. School wide there will be more professional development on the use of ESL strategies and on improving teaching practices through the use of the Danielson Framework including application of common core learning standards in ELA and Math. Additionally, we have implemented the PBIS behavior management program to improve student behavior. 11. N/A 12. All ELLs have equal access to all academic and non-academic programs before, during and after school as well as Saturday programs. Some of the programs available consist of the Phipps program, ETM music program, Saturday academy, basketball and the P.S. 68 Choir. 13. Instructional materials used to instruct ELLs include the following: Literacy -Words Their Way (all levels and subgroups), Mondo/Mondo Oral Language (SIFE, LTE and newcomers), Foundations (LTE, SIFE), Envisions Math (all subgroups), Everyday Math. Technology- Starfall, Aplus math, 4aesl.org and a formal technology curriculum (LongTerm ELLs). 14. To provide native language support within our program, students have access to some bilingual materials in literacy and math as well as the content areas. Students are also encouraged to bring in material that reflect their native culture (books, pictures, etc.) to share and discuss with their class. 15. Required support services and resources for ELLs are provided based on a student's grade level and ability. In the event of a student not being age appropriate for their grade due to being held over, support for that child's specific needs are given (i.e. AIS, academic programs provided by the school). All programs used for our ELLs are appropriate for elementary level students and various levels of ability. For example, the Words Their Way program is designed for ELLs from beginning level to advance and helps students develop vocabulary through word study. In addition, the Mondo program is appropriate for elementary students across all grade levels and helps students develop literacy skills. 16. School administrators are available throughout the school year. During the summer, they are available to assist parents with the registration process. They address any questions or concerns an ELL parent may have. In the event that they are not able to address the parents' concerns they contact their network liaison. ELLs are identified based on the results of their HLIS and LAB-R test. The LAB-R is administered within the first ten days of school. Therefore students are not identified as newly enrolled ELLs over the summer but when they actually begin school in September. 17. N/A

### 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.

1. Professional development is ongoing at PS 68. At the beginning of the year, the ESL teacher informs all staff (teachers, principals, assistant principals, psychologists, OT/PT, speech thearapist, secretaries) about the ELL identification process, discusses the latest trends in ESL resources and methodologies and addresses any concerns as they pertain to ELLs. In addition staff is also provided ELL professional developent via the Network/CFN. The ESL teacher meets with subject area, special education, common branch and paraprofessionals of ELLs to disseminate bilingual materials and additional information about resources available for themselves as well as students; this information is also given to administration and guidance counselors. Teachers of ELLs also meet with the ESL teacher as needed to discuss student progress and specific activities to meet student needs. In addition, the ESL teacher, pupil personnel secretary and staff members participate in outside professional development workshops throughout the year in a variety of areas and turnkey the information to the staff. Workshops include but are not limited to, "The Ell Identification Process" (9/7/11), "The LAP" (11/8/11), "Ways to Connect with Your ELL Parents". 2. Our staff is supported by school leadership team (SLT) and guidance counselors in preparing our students for transition into middle schools. SLT and guidance counselors provide professional development to staff directly involved in helping students transition. Guidance counselors provide workshops to parents to inform and assist them in the middle school transition and application process. Guidance counselors also provide workshops to each transitioning class on how to select a school based on their interests and abilities (i.e. music, science). 3. Throughout the year workshops are given by the ESL teacher to assist teachers with completing their mandated 7.5 hours of ESL training as per Jose P. Some of the workshops include but are not limited to "The ELL Identification Process" and "Improving Outcomes for ELLs" focusing on strategies that work for ELL student learning. Information from professional development workshops attended by the ESL teacher is turn-keyed to grade leaders and/or administration, then turn-keyed to the rest of the staff.

#### **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. Parent workshops are conducted throughout the school year. These workshops are held during the school day, evening and weekends to discuss the curriculum, standards, testing and student data. In addition, 3 Title 1 workshops are held to discuss topics of interest selected by parents. Parents are also invited to attend our PTA meetings, Multicultural and Musical Celebrations throughout the year. Information is provided in the parent's native language whenever possible. 2. We partner with Education Through Music (ETM) which provides music in the classroom and informs teachers and parents on how to use music as a learning tool; our local fire department teaches students about fire safety through the use of an portable interactive Fire House; and the PHIPPS program provides students with academic support as well as enrichment activities in an in-house afterschool program. 3. Each year our school conducts a learning environment survey. The data informs us of parent need and we create workshops based on those needs. Our parent coordinator works with our parent teacher association and collects data on parent needs and interests. That information is then turn keyed to administration and staff and subsequent workshops are created. In addition, the school leadership team creates a series of workshops at night to address parental needs. Workshops are held during the day, evening and on Saturdays to accommodate parental work schedules. In the event that a parent speaks a language that our pedagogical staff does not speak, we contact the translation and interpretation unit (TIU) within the department of education. They provide translation and interpretation for many languages including low-incidence languages. 4. Parental workshops are created based on parent need. Workshops are presented by teachers, guidance counselors, social workers and administration on various topics based on parent need. Some of our parent involvement workshops are "Reading Strategies for Lower Grades", "Envision Math Workshop", "Writing Strategies" and "Helping Your ELL at Home".

## 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)   | 1 | 2 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 7     |
| Intermediate(I)   | 1 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 5     |
| Advanced (A)  | 0 | 0 | 1 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 5     |
| Total   | 2 | 2 | 2 | 7 | 2 | 2 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 17    |

| 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 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |
|                            | I                 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |
|                            | A                 | 1 | 2 | 0 | 3 | 1 | 2 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |
|                            | P                 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |
| READING/ WRITING           | B                 | 1 | 2 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |
|                            | I                 | 1 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |

**NYSESLAT Modality Analysis**

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
|                    | <b>A</b>          | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |
|                    | <b>P</b>          | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |

**NYS ELA**

| Grade                  | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|------------------------|---------|---------|---------|---------|-------|
| 3                      | 4       | 0       | 0       | 0       | 4     |
| 4                      | 1       | 1       | 0       | 0       | 2     |
| 5                      | 0       | 1       | 1       | 0       | 2     |
| 6                      | 0       | 0       | 0       | 0       | 0     |
| 7                      | 0       | 0       | 0       | 0       | 0     |
| 8                      | 0       | 0       | 0       | 0       | 0     |
| NYSAA Bilingual Spe Ed | 0       | 0       | 0       | 0       | 0     |

**NYS Math**

| Grade                  | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 3                      | 2       |    | 4       |    | 0       |    | 0       |    | 6     |
| 4                      | 1       |    | 1       |    | 0       |    | 0       |    | 2     |
| 5                      | 0       |    | 0       |    | 3       |    | 0       |    | 3     |
| 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                      | 2       |    |         |    |         |    |         |    | 2     |
| 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              |                            |                 |                             |                 |

**New York State Regents Exam**

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

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. To assess the early literacy skills of ELLs we use Mondo, and Teacher’s College Assessment. The results from the data allow for targeted instruction based on specific skills or needs. Each program’s results correlate to a final Fountas & Pinnell level. The information helps

drive our small group instruction regarding which strategies are needed for each student to make progress. Our literacy data indicates that ELL students (including most of the student body) are performing below expected reading levels for their respective grades (13% of our ELLs are on grade level at this time). We have determined that our upper grade students are reading the text but do not fully comprehend the information in the text and our lower grade students struggle with letter sounds and decoding. As a result, we are focused on providing more early literacy intervention through programs like Mondo (literacy program with an oral language development, phonemic awareness and comprehension component) and Foundations (focus on phonics). We have introduced new social studies and science programs into our curriculum which will help with increase comprehension of nonfiction text. 2. Eight students were administered the LAB-R. Only one student was not proficient and is receiving ESL service. Across the LAB-R results the lower grades (k) scored higher on listening/speaking than reading/writing. The upper grades (4 & 5) scored very high on all modalities. Across all proficiency levels and grades students perform higher on the speaking/listening components than the reading/writing components. 3. As a result of this data teachers will incorporate reading and writing strategies specifically for the ELL population (ie. Mondo ELL component, Six + 1 writing program). In addition, we have restructured our writing program. Our writing program consists of 10 week genre based writing cycles. Each cycle begins with a base line writing cycle, emergence in genre through reading, writing and technology, comparing and contrasting, the writing cycle and a final published piece. As a result of the patterns from the LAB-R and NYSESLAT, students are encouraged to participate in our 100 book challenge program in which they read for a minimum of 15-30 minutes everyday and answer questions or discuss what they have read with friends or family members. Students have the opportunity to reach certain goals based on how much they have read and when the goals are met they participate in a school wide celebration. In writing, every month teachers work on a specific skill and genre on each grade. Using resources such as Lucy Caulkins and Ralph Fletcher, students are encouraged to produce a standard setting piece of writing every writing cycle. During the writing block, teachers have individual writing conferences with students to help them improve upon their writing skills. Upon completion of their writing piece, some students participate in a publication celebration. 4. a) The state math exam is given in English and Spanish and students have the option of taking the exam in either language. More students were on grade level on the math test than the ELA which is English only. Patters across grades and proficiency level show that the lower grade ELLs are on par with their non-ELL counterparts while the upper grade advanced ELLs are on par or achieving higher scores on exams (including content area) than their non-ELL counterparts. b) N/A c) N/A 5. N/A 6. We evaluate the success of our program by looking at the whole child. We observe students socialization and emotional adjustment with the English speaking population, oral language development and level of expression (oral and written). In addition, we examine the scores on the NYSELAT, ELA and Math to asses student growth from year to year. In addition, quarterly progress reports are used to monitor how much progress a student has made throughout the year. Furthermore, we monitor parental involvement in school based workshops and feel that we have been successful when a large percentage of our ELL parents participate. Also, the overall success of our program for ELLs is based on the teachers' successful implementation of the strategies within their classroom.

**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: 068** **School DBN: 11x068**

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|-------|-----------|-----------------|
|--------------|-------|-----------|-----------------|

School Name: 068

School DBN: 11x068

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

| Name (PRINT)       | Title                    | Signature | Date (mm/dd/yy) |
|--------------------|--------------------------|-----------|-----------------|
| Catherine Helfrich | Principal                |           | 1/1/01          |
| Lauren Kish        | Assistant Principal      |           | 1/1/01          |
|                    | Parent Coordinator       |           | 1/1/01          |
| Jalila Washington  | ESL Teacher              |           | 1/1/01          |
|                    | Parent                   |           | 1/1/01          |
| Yolanda Robinson   | Teacher/Subject Area     |           | 1/1/01          |
|                    | Teacher/Subject Area     |           | 1/1/01          |
| Barbara Tully      | Coach                    |           | 1/1/01          |
| Maryann Diliberti  | Coach                    |           | 1/1/01          |
|                    | Guidance Counselor       |           | 1/1/01          |
|                    | Network Leader           |           | 1/1/01          |
| Janis Barber       | Other <u>IEP Teacher</u> |           | 1/1/01          |
|                    | Other                    |           | 1/1/01          |
|                    | Other                    |           | 1/1/01          |
|                    | Other                    |           | 1/1/01          |

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 11x068      **School Name:** Edward A. Fogel

**Cluster:** 6      **Network:** 607

**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**

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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 survey to determine the written translation and oral interpretation needs of parents. Careful observation by all staff of language needs of parents and students during the admission process and throughout the school year.

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.

The findings indicated a need for written translation and oral interpretation in Spanish. Findings were reported to leadership team and letters we sent home informing community that school communication will be available in Spanish. Staff will utilize the translation and interpretation unit (TIU) for oral and written translation regarding any communication with our LEP families.

## Part B: Strategies and Activities

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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.

In house written translation will be provided by Mrs. Suarez and Mrs. Wolfe. All translated written communication will be distributed in a timely manner. The NYC DOE TIU will be used to provide written translation for staff during parent teacher conferences and on an as needs basis in addition to our in house translation resources.

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 oral interpretation will be provided by Mrs. Suarez and Mrs. Wolfe. The NYC DOE TIU will be used to provide oral interpretation for staff during parent teacher conferences and on an as needs basis in addition to our in house interpretation resources.

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>.

Parent orientation, workshops, conferences, letters and phone calls to parents in Spanish notifying them of the regulations regarding parental notification requirements for translation and interpretation services.