



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 268
DBN (i.e. 01M001): 18K268
Principal: VANGELA KIRTON
Principal Email: VKIRTON@SCHOOLS.NYC.GOV
Superintendent: BEVERLY WILKINS
Network Leader: LISA PILASKI

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Kirton Vangela	*Principal or Designee	
Shoaba McCoy	*UFT Chapter Leader or Designee	
Brenadette McNally	*PA/PTA President or Designated Co-President	
	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	
Ronald Laurent	Member/ Teacher	
Elizabeth Gonzalez	Member/ Teacher	
Sonia John	Member/ Teacher	
Ingrid Benjamin	Member/ Parent	
Aida Spencer	Member/ Parent	
Natalie Facey	Member/ Parent	
Courtney Rumble	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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.

- **Mathematics-**
By June 2014, students in grades 4 and 5 will demonstrate progress towards achieving State standards as measured by a 3% increase from 48.0% to 51.0% in the students scoring at level 3 & 4 on the NYS Mathematics assessment.

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 our 2012-13 progress report we received a grade of D in the area of student performance, our median adjusted growth percentile average and
- The number of average student proficiency scoring in Mathematics as indicated on the 2012-13 school progress report

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Activity-Teachers will work with Network Instructional Coaches to develop curriculum specifically questioning techniques and teacher effectiveness
2. Activity -Teacher Teams will develop protocols for examining assessments, student work, and grade level needs
3. Activity -Mathematics PD's facilitated by in house personnel, network, or invited consultant for all grades
4. Activity -Classroom teachers will support student performance with weekly, bi weekly, or monthly assessments and generate student data
5. Activity – Push in personnel paired with self-contained classes in grades 3-5
6. Activity -Grade 5 is strategically organized to prepare students for transition to Middle school

B. Key personnel and other resources used to implement each strategy/activity

- Administrators will meet with grade leader or grade personnel to discuss informal observations or teacher findings
- Classroom teachers of 4&5 meet during weekly common planning time ,
- Out of class personnel i.e. ELL teacher, cluster teachers "PUSH IN" and assist with small groups

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. To develop teacher pedagogy utilizing Danielson's Framework and to ensure curriculum alignment with CCLS
2. Utilizing the weekly common planning time teachers will discuss functionality of the workshop model, discuss student progress, align lessons to CCLS, and ensure continuity among their respective grade.
3. Staff members will attend Mathematics professional development in house or at neighboring schools modeling Best Practices, provide and turnkey Professional Development in order to strengthen teacher practice, including integration of performance task. In addition, AIS will be provided by all teachers of all grades.
4. Teacher Teams will develop and use a protocol to look closely at generated data and student work to help drive instruction and then adjust the curriculum and instruction to meet the needs of students.
5. Out of class personnel will assist and provide small group instruction for targeted students including Special Education students and English Language Learners. These students were identified by utilizing formative and summative assessments.
6. In keeping with our school vision its imperative grade 5 students are prepared for the transition to Middle school, and keeping in mind the benefits of departmentalizing. Grade 5 is organized into three classes, one Integrated Co-teaching class and two departmentalized general education classes rotating between two teachers.

D. Timeline for implementation and completion including start and end dates

- In September grades 3-5 will take baseline assessment
- Mid-September teachers receive assessment results and begin to formulate flexible instructional groups by October
- November after school tutorial begin two days out of the week (Tuesday & Wednesday)
- January to February second baseline administered and teachers reassess flexible instructional groups
- Out of class room personnel receive prep schedule and Push in assignments
- Starting September 2013 and ending June 2014 departmentalizing of 5th grade. Math instruction with Math teacher 8:40am -10am

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Periodic visits from network personnel to support school and staff development
2. Common prep period provided at least 3 days a week
3. Staff members attend several PD's throughout the year some voluntarily (Danielson 4d,e). However, most mandatory and each member must provide a turnkey document designed to enlighten the majority that could not attend via a PD session.
4. Common prep period provided at least 3 days a week in order for teachers to disaggregate collected data
5. All out of classroom personnel utilized during PUSH-IN or DEAR use time that was built in to prep schedule, thus no AIS/SAT program is interrupted.
6. Departmentalized students meet with home room teacher and receive instruction in Math. At the end of an 1hr 15min classes switch

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).

- Hands on parent and child workshops in ELA facilitated by staff
- Book of the month parent workshops facilitated by parent coordinator
- Parent coordinator workshops with administration on testing strategies for state exams
- ARIS parent notice detailing; login information, what is found on the parent link and how they can use that information to monitor child's academic performance throughout the year.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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.

ELA- By June 2014, students in grades 4 and 5 will demonstrate progress towards achieving State standards as measured by a 3% increase from 49.0.8% to 52.0% in the students scoring at level 3 & 4 on the NYS ELA assessment.

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 our 2012-13 progress report we received a grade of D in the area of student performance, our median adjusted growth percentile average and

the number of average student proficiency scoring in ELA as indicated on the 2012-13 school progress report

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Activity-Teachers will work with Network Instructional Coaches to develop curriculum i.e. questioning techniques, student conferencing and teacher effectiveness
2. Activity -Teacher Teams will develop protocols for examining assessments, student work, and grade level needs
3. Activity -ELA PD's facilitated by in house personnel, network, or invited consultant
4. Activity -Classroom teachers will support student performance with weekly, bi weekly, or monthly assessments and generate student data
5. Activity – Push in personnel paired with self-contained classes in grades 3-5
6. Activity - Grade 5 is strategically organized to help prepare students in ELA and transitioning to Middle School

2. Key personnel and other resources used to implement each strategy/activity

- Administrators will meet with grade leader or grade personnel to discuss informal observations or teacher findings
- Classroom teachers of 4&5 meet during weekly common planning time ,
- Out of class personnel i.e. ELL teacher, cluster teachers "PUSH IN" and assist with small groups
- Classroom Teachers
- Reading teacher and Math teachers

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. To develop teacher pedagogy utilizing Danielson's Framework and to ensure curriculum alignment with CCLS
2. Utilizing the weekly common planning time teacher teams will discuss functionality of the workshop model, discuss student progress, align lessons to CCLS, and ensure continuity among their respective grade.
3. Staff members will attend ELA professional development in house or at neighboring schools modeling Best Practices, provide and turnkey Professional Development in order to strengthen teacher practice, including integration of performance task. In addition, AIS will be provided by all teachers of all grades.
4. Teacher Teams will develop and use a protocol to look closely at generated data and student work to help drive instruction and then adjust the curriculum and instruction to meet the needs of students.
5. Out of class personnel will assist and provide small group instruction for targeted students including Special Education students and English Language Learners. These students were identified by utilizing formative and summative assessments.
6. In keeping with our school vision its imperative grade 5 students are prepared for the transition to Middle School, and keeping in mind the benefits of departmentalizing. Grade 5 is organized into three classes, one Integrated Co-teaching class and two departmentalized general education classes rotating between two teachers. Students in grade 5 receive ELA instruction for 1hr 15min

4. Timeline for implementation and completion including start and end dates

- Danielson workshop provided by Assistant principal turnkey network updates in September faculty conference
- In September grades 3-5 will take baseline assessment
- Mid-September teachers receive assessment results and begin to formulate flexible instructional groups by October
- November after school tutorial begin two days out of the week (Tuesday & Wednesday)
- Out of class room personnel receive prep schedule and Push in assignments
- Starting September 2013 and ending June 2014 departmentalizing of 5th grade. ELA instruction with ELA teacher 8:40am -10am

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Periodic visits from network personnel to support school and staff development in ELA
2. Common prep period provided at least 3 days a week, to evaluate and analyze data received from ELA assessments or information pertaining practices in ELA

instruction. (Danielson's 4a-e)

3. Staff members attend several PD's throughout the year (*ELA or Math related*) some voluntarily (Danielson 4d,e). However, most mandatory and each member must provide a turnkey document designed to enlighten the majority that could not attend via a PD session.
4. Common prep period provided at least 3 days a week in order for teachers to disaggregate collected data during ELA weeks.
5. All out of classroom personnel utilized during PUSH-IN or DEAR during ELA week, use time that was built in to prep schedule, thus no AIS/SAT program is interrupted.
6. Departmentalized students meet with home room teacher and receive instruction in ELA. At the end of an 1hr 15min classes switch

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).

- hands on parent and child workshops in ELA facilitated by staff
- Book of the month parent workshops facilitated by parent coordinator
- Parent coordinator workshops with administration on testing strategies for state exams
- ARIS parent notice detailing; login information, what is found on the parent link and how they can use that information to monitor child's academic performance throughout the year.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #3

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, 2014, the Principal and Assistant Principal will develop a shared understanding of instructional excellence by conducting observations under teacher options 1 or 2 and feedback for all staff members utilizing targeted competencies from the Danielson Framework for Teaching.

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.

- For our 2012-13 QR one of the areas for improvement was noted as followed: Extend the quality of written feedback to teachers through rubric-based delineated, formative feedback that clarify expectations for improved teacher practice (4.1)
- Sharpen teacher questioning and discussion techniques to better align with cognitive challenges embedded in curricula resulting in effective use of student ideas and higher levels of student participation

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Activity-Professional Development for Principal and Assistant Principal in utilizing Danielson Framework.
2. Activity-Survey teachers to gather information about their Professional goals.
3. Activity -Principal and assistant principal periodically observe teachers developing time lines and differentiation opportunities for students, based on need.

<ol style="list-style-type: none"> 4. Activity -Conduct One to One meeting with teachers to review individual Professional goals. 5. Activity -Conduct Formal and informal Observations provide teacher timely feedback and next steps.
<p>2. Key personnel and other resources used to implement each strategy/activity</p> <ol style="list-style-type: none"> 1. Key network leaders will work with both principal and assistant principal on the implementation of Danielson's Framework 2. Principal will meet with lower grade teachers and assistant principal will meet with upper grade teachers 3. Grade leaders will facilitate meetings 4. Principal and Assistant Principal 5. Principal and Assistant Principal
<p>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</p> <ol style="list-style-type: none"> 1. Principal and Assistant Principal will work closely with network in utilizing Danielson's framework to develop all teachers 2. Administrators will hold monthly grade meetings with all teachers and monthly feedback sessions for developing lessons 3. Teachers will share their highly effective lessons with one another during common prep periods 4. Self-reflections will be used both prior and post each observation to measure the alignment between teachers stated objective and observed practice. 5. Lessons will increase HEDI rating by one level from original lesson to the observation of the modified lesson
<p>4. Timeline for implementation and completion including start and end dates</p> <ol style="list-style-type: none"> 1. All teachers will be observed, both formally (based on their choice of option 1 or 2) and informally, on a rolling basis throughout the year, starting September 2013 and ending June 2014. 2. All teachers will engage in a mid-year and end year self-reflections and assessments 3. Every month three days of the week beginning September 2013 and ending June 2014 4. Begin September 2013 and ending March 2014 5. September 2013 to June 2014
<p>5. Describe programmatic details and resources that will be used to support each instructional strategy/activity</p> <ol style="list-style-type: none"> 1. Training video provided by network to be observed by staff, representing HEDI practice across competencies 1a-f,2 a-e, and 3a-e 2. During monthly grade conferences and Thursday staff conferences 3. Grade leaders meet with co-workers during common prep time 4. Principal and Assistant Principal divide upper and lower grades to get a cross section of the school 5. Principal and Assistant Principal divided teaching staff into two groups with a mixture of the grades, in order to get a cross study of the entire teaching staff.

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).

See parent involvement policy.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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 2014, there will be a 2% increase in parent engagement in school 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.

Analyzing Progress Report 2012 – 2013 we received a grade of “B” in the area of School environment

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Parent Association partnered with school staff inform parents of any school wide and state exam updates i.e. Danielson’s and CCLS.
2. Active Learning Leaders will participate in daily school routines such as book of the month
3. School wide Initiatives (Career Day, Black History Month, Health Fair, etc.)
4. ARIS workshop for parents and students

2. Key personnel and other resources used to implement each strategy/activity

1. Parent coordinator and PTA president
2. Learning leaders and school aides
3. Administrators, teachers, and parents
4. Administration, parent coordinator, and selected staff members.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The rationale for this goal is to increase parent involvement in all areas of school activities.
2. Analyzing Progress Report 2012 – 2013 we received a grade of “B” in the area of School environment. Therefore, we are looking to improve in this area by involving more of our parents in school activities.
3. The social events allow opportunities to address a large portion of the parent body about school wide policy changes or updates.
4. Parents of students in all grades.

4. Timeline for implementation and completion including start and end dates

1. By June, 2014, there will be a 2% increase in parent engagement.
2. Every meeting sign in sheets will be filed as evidence of parent participation.
3. Starting February 2014 to May 2014
4. November 2013 through March 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Hands on parent and child workshops in ELA and Mathematics involving CCLS facilitated by staff
2. Book of the month parent workshops facilitated by librarian
3. Parent coordinator and PTA president conduct social events partnered with administration and teachers
4. ARIS parent notice detailing; login information, what is found on the parent link and how they can use that information to monitor child’s academic performance throughout the year.

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).

- Use of School Messenger system to telephone parents as a reminder of upcoming events
- Event Flyers

- SLT parent members turnkey information to parent body at PTA meetings

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #5

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, 2014, there will be a decrease in the number of level 4 and 5 incidents by a minimum of 3% as measured by the OORS online reporting system

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.
For our 2012-13 progress report we received a grade of B, area of improvement was safety and respect

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. Activity-"Respect for all" initiative for student body 2. Activity-Use Literature to promote Anti bullying techniques' 3. Activity-Anti- Bulling Assemblies Respect for All Training for teachers and classroom lessons Conflict resolution modeled and demonstrated for classes, 4. Activity-Ongoing incentives for Positive Behaviors, i.e. Student of the Month, Commendation cards, Boy/Girl Scouts, Arts Program, YPC Chorus (Extra Curricular Activities.) 5. Activity-Daily reciting of Daily Affirmation Pledge At Risk Counseling At Risk Interventions, i.e. recommend outside agency support, Sesame Flyers, etc,
2. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Guidance counselor and teachers play an integral part in facilitating these activities for student body 2. Parent coordinator facilitates parent book of the month workshops 3. Outside agencies or staff render grade appropriate assemblies to address anti-bullying strategies/Respect for All techniques 4. Teachers identify eligible students for student of the month, criteria perfect attendance/on level academically 5. Principal and Assistant Principal facilitate this effort in reciting daily Affirmation in the morning staging areas.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. One to One Parent Meetings that result in actionable steps that foster positive behaviors 2. Parent Coordinator coordinates and provides follow-up with parents of all grades, especially 4-5 3. Classroom behavior modification systems created by grades aligned with local and state school conduct mandates 4. At Risk Counseling or At Risk Interventions for repeat offenders, i.e. recommend outside agency support, 5. Entire academic body is involved in reinforcing this initiative
4. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. Beginning September 2013 and ending June 2014
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ul style="list-style-type: none"> • Parent coordinator will work in conjunction with PTA president to conduct parent meetings • Parent meetings are held in designated parent room with anti-bullying literature .

- Counseling Agencies, i.e. Sesame Flyers, etc.
- District Attendance Teacher monitors student lateness and attendance, thereby increasing our attendance rate
- Principal and Assistant Principal have students recite daily affirmation during morning in line up

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).

1. Grade Specific Workshops targeted to meet the individual needs of their children
2. Recognition Assemblies
3. School wide Initiatives parents are invited to assemblies school letter before and after assemble informing parents

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Push-in during ELA week, After school tutorial, Mandatory Extended day for students scoring level 2	Small groups	During school day
Mathematics	Push-in during ELA week, After school tutorial, Mandatory Extended day for students scoring level 2	Small groups	During school day
Science	Integrated into Core knowledge in LA in lower grades, also in Expeditionary learning for upper grades	Small groups	During school day
Social Studies	Integrated into Core knowledge in LA in lower grades, also in Expeditionary learning for upper grades	Small groups	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Psychologist, guidance counselor, and social worker provides counseling to at risk students in grades K-5, Pre-K is serviced by social worker in early childhood	Small groups	During school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All teachers at PS 268 are highly qualified. Danielson Framework is the tool utilize to support and retain our highly qualified teachers

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Profession I Development is offered to all teachers during the summer and throughout the school year.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
These funds are utilized in support of our less fortunate students who reside in temporary housing. The school purchases uniforms, back packs, school supplies, and holiday gifts

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Teachers of grades pre k- 5 in June meet at set times to discuss class reorganization, classroom compositions are discussed, students are ranked highest to lowest and [potential hold overs are discussed and evaluated based on the subject they are having difficulty in. Pre K and Kindergarten teachers meet with Principal and assistant principal to discuss student transition and classroom placement.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teacher teams meet periodically on common preps to collaboratively disaggregate data and discover trends. Teachers use this data to then research assessments that best fit the needs of the student. Afterwards, Team teachers give suggestions to the Principal and assistant principal for review.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 18	Borough Brooklyn	School Number 268
School Name Emma Lazarus Elementary School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Vangela Kirton	Assistant Principal Sylvia Fairclough- Leslie
Coach NA	Coach NA
ESL Teacher Jerome Fox	Guidance Counselor Angela Newton
Teacher/Subject Area Carl Mitchell	Parent Peirre Jean Louis
Teacher/Subject Area E. Melit-Metz	Parent Coordinator Imogene Thomas
Related Service Provider Anna Weiss	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	420	Total number of ELLs	27	ELLs as share of total student population (%)	6.43%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	1	1	1	1	1	1								6
Pull-out	1	1	1	1	1	1								6
Total	2	2	2	2	2	2	0	12						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	23	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	4	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	23	0	0	4	0	0	0	0	0	27
Total	23	0	0	4	0	0	0	0	0	27

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	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: ___	Hispanic/Latino:
Native American: ___	White (Non-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	2	2	1								9
Chinese	1			1	2									4
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian		1	3	3	5									12
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											1
TOTAL	1	2	7	6	10	1	0	0	0	0	0	0	0	27

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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	3	4	1								11

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		1	4	2	1									8
Advanced (A)		1	1	1	5									8
Total	1	2	7	6	10	1	0	0	0	0	0	0	0	27

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0			0
4	4	3			7
5	1				1
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		0						0
4	5		2						7
5	1								1
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	1	0	0	0	1
8									0
NYSAA Bilingual (SWD)									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

At PS 268 we use DRA, Fountas and Pinnell running record is used to determine reading levels. This data is used to plan for the implementation of Common Core Aligned Literacy curriculum. LAB-R and NYSESLAT data is also used to assess the early literary skills of our ELLs. Literacy observation is a dynamic process, not static and plans are revised as a student gains proficiency. Assessment data is analyzed to target our instruction on areas for improvement.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns across time and grade is explicit. In the early years, speaking and listening skills, need to be nurtured and developed. By the 3rd, 4th and 5th grades, teaching is mainly devoted to enhancing the reading and writing modalities, excepting for newly arrived English language learners. In the early grades, children are mainly at the beginning proficiency levels, while in the upper grades the advanced proficiency level is usually reached. There are exceptions to every rule, and the ESL teacher adjusts his targeted instruction to focus on the deficiencies, if they exist. Data patterns determine teaching. Teaching is data driven. This year, P.S. 268 faces a new challenge: approximately 20% of our ELLs are new English language learners, with minimal English language skills, and these students are spread across all grade levels. The teaching approach is such that listening and speaking skills must be mastered first, and then their reading and writing skills will develop, as their cohorts' skills have shown to have developed over time and grade level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Patterns across NYSESLAT modalities affect and determine instructional decisions. If a student scores poorly on his/her listening skill section, or if the class as a whole did not perform well on the listening portion of the NYSESLAT, more class time and instruction is employed to mitigate the listening deficiency. Read-a-louds, audio tapes, and computer based technology will be used extensively and is used extensively. Annual Measurable Achievement Objectives are a new and important driving force in the instruction of ELLs. It is a goal to strive for, and one component of our assessment is how well we do as compared to our Annual Measurable Achievement Objectives. We wish to accumulate as many Earned ELL Progress Points as possible, for this not only benefits our school, but is a portal into how well our ELLs are doing.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

A) Children are gaining proficiency, as they advance in grade, but it is a struggle. Students are provided an option between the English exam and the translated exam in their native language. They are able to read words but lack comprehension.

B) The school leadership team, administrators and teachers use the periodic assessments to focus and to target instruction and intervention to meet student need. The emphasis is that the assessments provide useful data to enhance instruction.

C) Based on data gathered from periodic assessment school administrators provide supplemental material, instructional support, and professional development to better meet student need throughout the school year. Native language is used to translate and/or interpret student assessment data to parents.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Within the RtI framework data is used to assess how students are moving towards academic goals. This data will determine which area requires additional services for improvement and/or extension. Modifications are frequently made by the School Implementation Team when necessary in order to meet the student need. Our RtI implementation process begins with the need, which can come from a teacher or a parent. The teacher completes the necessary documents that provide the details of the specific student issue, strategies that the teacher/parent have implemented thus far, the level of success or lack thereof. The SIT provides feedback and suggestion to the teacher for implementation. A timeline is created for follow-up before next steps. The team monitors the student progress at monthly meetings which are held on every first Friday of each month of the school year.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Instruction is data driven. We make sure the child's English language development is affected and modified by results on standardized

tests, and by demonstrated achievement or lack thereof, in the classroom environment.

- Identify the vocabulary that students will need to comprehend a lesson and pre-teach this vocabulary before the lesson.
- Identify both content and language objectives for all lessons.
- Slow down speech when necessary.
- Generate questions that promote higher order thinking but use varying levels of linguistic complexity depending upon the proficiency level of each student.
- Provide an environment that is rich in print. This includes word walls, labels for everyday items, and vocabulary lists that are tied to the content being studied in class.
- Provide plenty of high-interest reading materials (fiction and nonfiction) at various reading levels.
- Make sure the students have free time in which they can use the language of instruction to talk about their own interests.
- Have students work in cooperative learning groups. Regroup when necessary.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We review and assess the quality of our ESL program by the percentage of students who have gained proficiency, and those others who made progress in moving up in their composite NYSESLAT rating. e.g. moving from a B to an I. We also look and examine our students' ELA, math scores and science scores on the standardized tests. We also measure how well our program is doing anecdotally: Seeing how our once ELLs are now faring in the non-ESL world.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At the time of enrollment, a trained pedagogue administers a Home Language Identification Survey (HLIS) to parents to identify which language the child speaks at home). We have an interview by a licensed pedagogue in the parents' home language. Following the collection of HLIS forms, if a language other than English is spoken in the child's home, then the LAB-R is administered within 10 school days of student admission to the school to determine English proficiency. Students who score below proficiency are eligible for state-mandated services for ELLs.
The steps taken to annually evaluate ELLs using the NYSESLAT to determine proficiency level and whether students continue to require mandated services. NYSESLAT administration and in preparing students for the examination; a Testing Coordinator supports Assistant Principal in charge of ESL in test administration procedures, ensuring that ELL students with IEPs are provided with mandated testing modifications in compliance with IEPs; annual ELL Predictive Assessments prior to NYSESLAT administration support diagnosis of individual student need and the development of instructional modifications to support skill mastery and English Language Acquisition.
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.
All parents are contacted through written notices and phone calls in English, and in their native language by the English Language teacher, Administrator and /or the Parent coordinator. They view the program choice dvd, explaining the program's offered by the Department of Education and the facilitator explains the options available to their children. A representative of the school administration, plus the ESL teacher, and a translator when needed, are present to explain and answer any questions that might

arise. The dvd is shown in English, plus any appropriate language that might be needed. The notice of the meeting and the showing of the dvd are sent out soon after the ELLs have been identified and tested. The notices are sent out in English, and in the appropriated home language. If the parent does not attend the first meeting a second notice is sent out, in English and in the native language, imploring the parent to attend the next meeting. We support parent choice of programs and what is the best fit for the student.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

If parents do not attend the first meeting, a second or third meeting are scheduled, very soon after the first meeting, following the same procedures. Again letters are sent out, in English and the home language, notifying the parent about the meeting and its importance. Any sibling or relative who might be in the school is asked to help in notifying the parent. The school safety officer, who is situated at the front door, is also asked to help in the identification and contacting of the a parent. The Parent coordinator is asked to assist in this process where we find it necessary. If parents do not respond, at Open School Night and Day, in the beginning of November, parents are met with, and have the program explained to them, and the ESL teacher answers any questions they might have. If parents are not able to be contacted at Open School Night/day, a phone call is made and a letter sent home with the Parent Survey and Selection Form, in English and or the appropriate home language. Efforts are made on a continual basis, trying to contact and make known the choices available to parents' about program options available to them. All related documents are secured in a locked file cabinet in locked office and is maintained by the ESL teacehr and the school administration. The Network and the office of ELL is conatcted if necessary.

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.

A letter is sent out to the parents notifying them, that as result of the Home Language Survey, that they filled out, and because of their child's score on the LAB-R, their child will be placed in a ELL program at our school. This letter is sent out in English and in their home language. As stated above, we also show a dvd about the programs available, and distribute appropriate learning materials to the parent, in order to help ensure that the child's English language learning is advanced. We impart upon the parents that English language learning will be taught by the school, but parents must be partners in the process. We explain to the parents, that the school and the ESL teacher are always open to their requests, and any questions they might have. All related documents are secured in a locked file cabinet in locked office and is maintained by the ESL teacehr and the school administration. We honor parent choice and make strong outreach to collect all required documents.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The adminitering of the NYSESLAT, to insure that all Ells are given the NYSESLAT, is 1) double-checking to make sure each and every ELL is identified, first by utilizing the appropriate a.t.s report, then by the ESL teacher making sure each ELL is scheduled to be tested, and finally the administration checks that all ELLs are accounted for 2) following the scheduling guidelines, for dates and sequencing, we leave days at the end of the testing period open, in case any ELL was absent and needed to be tested because he missed being tested in one or more modalities.

6. 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.) 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.  Parent choices are aligned with the program offered at PS 268. Five out of 5 parents chose the ESL program this year. Exactly the same percentage chose the ESL option-100%- last year.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - 1) P.S.268 utilizes only the ESL method of instruction in teaching its children to gain proficiency in English.
 - a) At P.S.268 we employ both the push-in and pull-out methods of instruction.
 - b) At the employ heterogeneous groupings.
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)?

Each child's proficiency level is checked by the ESL teacher and by the supervisory staff, according to his or her NYSESLAT score, or his or her LAB-R score, and the instructional minutes are thus derived. The beginning and intermediate level students are thus instructed 360 minutes per week, and the students at the advanced level are given 180 minutes of ESL instruction per week. Instruction is delivered only by a certified ESL teacher- who employs ESL methodology in the instruction of his students. Students receive daily instruction in ELA for a minimum of 90 minutes.

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 foster language development and meet the demands of the Common Core Learning Standards.

P.S. 268 employs an ESL model. As such English is used as the language of instruction. Content areas are made comprehensible to the ESL students at P.S.268 by explaining and defining, in the most simple terms, the key words essential for the student to be able to comprehend the content area. The words may be labeled and defined in an English, thus enabling the student to proceed in the learning process, unimpeded by the lack of understanding of the key words necessary to understand the content area. Where applicable and when possible, the word is defined in the student's native language. The same way as words are defined, where applicable and feasible, pictures displaying the key content words' meaning are displayed. Technology is an ever present and growing component of making English comprehensible to our ELLs. Google Translates both in its audio form and in its scripted forms. Expeditionary Learning is the NYS common core aligned literacy based program used to implement the learning standards on grades 3-5. This program enfuses close readings of rich text that is both fiction and non fiction. Kindergarten through grade 2 uses Core Knowledge Language Arts program to implement the learning standards. This powerful uses read alouds with explicit teaching of skills and strategies teach reading.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

At P.S.268 we make sure the child is properly evaluated in his home language by firstly administering the LAB-R in Spanish, if appropriate and needed. We have a large and talented staff. If a child is new, or is showing signs of stagnating learning, a staff

member fluent in the child's home language will be asked to assist in whatever aspect of informal assessment is needed. A meeting with the child's parent will be called for, and an assessment of the child's academic and or social behavior, in his native country, and at present, at his Brooklyn location, will be asked for. We try to ascertain if the social dynamics of the family is mitigating the child's rate of language acquisition. We will give the child a book in his native language , where possible, and ask him to read for us. We will ask him to do age appropriate math. If needed ,we will contact the e school psychologist, in order to obtain a professional who could help us assess the child in his native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Through Professional Development classroom and ESL teachers are supported to development of methods of appropriately evaluating ELLS in all four modalities of English acquisition throughout the school year. The four modalities, listening, speaking, reading, and writing are focus areas for the entire school.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

At P.S.268 we not only differentiate instruction for ELL subgroups but we try to differentiate instruction for each child or small groups of students. End goals are different for certain subgroups, and different levels of performance are expected from different children. Scaffolding techniques are utilized to allow different children to attain the desired goals,

a) SIFE children are given extra instruction in English language learning. The children are exposed to the most primary of skills. Listening to, and hearing the English language, and speaking the English language is of the utmost importance. Listening to the language with visuals-computer based programs (Starfall), discs with books (Options-Two Voices), audio discs with the alphabet, numbers , days of the week etc, with coordinating literature, picture dictionaries, plus instruction at a lower grade level than age appropriate, will help the child to make up his or her SIFE gap. Extra minutes of ESL instruction- immersion- are of utmost importance. At present we have no SIFE children in our school.

b) ELLs that are in the U.S. for less the 3 years are not a homogeneous group., For ELLs that are beginning English language learners, the basics of the English language must be taught to them. Immersion in listening and in speaking, the recognition of the alphabet and numbers are a must. The chance to speak the language, to formulate sentences, to think in English must be given to our new ELLs in a safe, ridicule free environment.

The ELLs who are here for less than three years that have mastered the listening and speaking skills are given the tools and tasks to master the reading and writing skills. At P.S.268 the reading and writing skills are taught simultaneously. When we learn a new word, or learn to decode a new word, we speak it, then we write it in sentences- for grade 2 and above and sometimes in grade 1. For students in grade 2, and in grade 1, we teach the children to comprehend text. We teach our new ELLS (3 years or less) to go back in a story and identify where the answer can be found, by noting paragraph and sentence, by looking at the title, at the picture, by reading questions first etc. We prepare our ELLs to take the standardized tests by presenting them with multiple practice tests given under standardized testing conditions. The ESL teacher and the homeroom teachers present the students with strategies and skills thus enabling them to master the standardized tests. Subject to funding, ESL students at P.S.268 are offered the same after school and week-end preparatory courses that our non-ELLs are offered Preparation for the standardized tests is a school team function at P.S.268, not a only an ESL function. We are thus continually preparing the children for the standardized tests at P.S.268

c) Fo ELLs in their 4th to 6th years we use a very targeted approach, If the students have a deficiency in comprehension, work is assigned- homework- in this targeted area. Conferences with school the Literacy person occur, offering new and different strategies that might benefit the child. If the limiting factor is writing- as indicted by the NYSESLAT and by teacher observations, assignments will be given in order that the student may gain proficiency. Keeping contact with the child's parent is of utmost importance. After school programs- tutorials- subject to funding are offered to the 4th to 6th year ELLs. It is stressed that they take advantage of these resourcess. Assessing, targeting, and motivating are the areas needed to be stressed in order to move 4th to 6th year ELLS.

7. 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?

There are no ELL-SWDs at P.S.268, however the school focus is vocabulary development to produce stronger wrting. Through teacher professional development such as the rigorous implementation of Tecaher Effectiveness teachers provide access to academic content that is aligned to the standards using common core aligned support materials that accellerate English Language development.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP

goals and attain English proficiency within the least restrictive environment?

There are no ELL-SWDs currently enrolled in our school. Should the school enroll students that belong to the subgroup of ELL-SWDs in the future flexible programming would be utilized to educate students in the least restrictive environments based on student strength while delintently increasing opportunities to improve areas for improvement.

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		
Social Studies:	0		
Math:	0		
Science:	0		

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

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

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

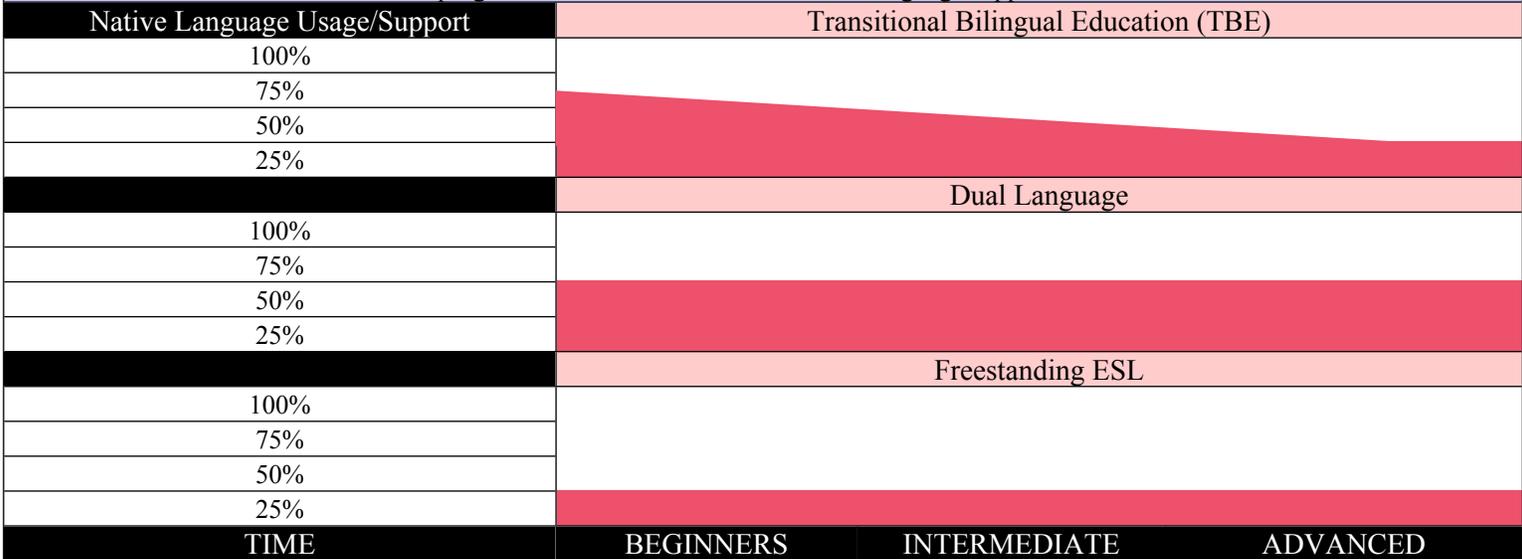
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.

Interventions in ELA, math, and science are offered to all students who are in need of such services at PS 268. Additional effort is placed on ensuring that ELLs and SWD are provided with opportunities to participate in these programs. Translation and interpretation services are used to inform and or explain program benefits to parents of ELLs and they are encouraged to participate. The programs are held on weekends, and after school, and are subject to funding. Intervention programs are opened to children grades 2-5. The programs are given in English only as a supplement of our ESL program. Students showed increased proficiency on the Spring 2013 NYS exams on the NYSESLAT, ELA, Math, and Science exams.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Transitional support is given to those who have gained proficiency as indicated by the NYSESLAT results. Extra testing time and special testing accommodations are given to the former ELLs who have gained proficiency. The former ELLs periodically attend classes with their former cohorts. The former ELLs current teachers are contacted, and a summary report is taken as to their academic status. Students receive at or above the mandated number of minutes to service students need. Students showed increased proficiency on the Spring 2013 NYS exams on the NYSESLAT, ELA, Math, and Science exams.

11. What new programs or improvements will be considered for the upcoming school year?

Two new reading programs were initiated during 2013-14, Expeditionary Learning on Grades 3-5 and Core Knowledge Language Arts in Kindergarten through grade 2.

12. What programs/services for ELLs will be discontinued and why?

ECLAS 2 assessment was discontinued by New York City and replaced with Fountas and Pinnell Running Records. This reading assessment determines the reading level of a student, their accuracy and comprehension rate. It is used to provide instruction that is accessible to individual students and offers teachers the ability to quickly assess students and address areas for improvement several times throughout the school year.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are given equal access to all programs. Letters are translated into the native languages, along with letters in English, describing the activities and programs offered. Each ELL child is asked to sign for his/her letter of notification. The importance of the programs is explained by the ELL teacher, the official class teacher, and announcements are made over the public address system. After school and other supplemental services are provided based on need. ELA, Math, Science and NYESLAT supplemental programs are offered after school two days per week from November to March or May, subject to funding availability.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Listed below is a list of materials that are used at PS 268, in order to promote English language proficiency in our ELLs. Scaffolding, is most important at our lower proficiency levels, and lower grade levels. Scaffolding is adjusted to reflect the learning gains of the student. Computer programs may be used at the beginning level, but much teacher guidance and support must be given. As the student progresses, by grade level and proficiency level, more independent work, computer and non-computer work may be assumed by the English language learner.

Kindergarten: Hand-held alphabet charts, manipulatives (letters, numbers) puzzles (letters, numbers) an ELL cd with school generated alphabet recognition charts, letter sounds, numbers, days of the week, months, and Dolch words, Starfall (Computer based) Mighty Books (Computer based), Big Books, Crayola on line

Grade 1

Harcourt- Brace Phonics workbook ELL cd with school generated alphabet recognition charts, letter sounds, numbers, days of the week, months, and Dolch words, Leap Frog, Starfall (Computer based), Mighty Books (Computer based) Carousel Readers – Dominic Press and writing component

Sunshine Fiction – The Wright Group and writing component

Two Voices A Read Along Series- Optons Publishing

Letter/Sound Chart, Storytown - Harcourt Brace

Big Book of Rhymes and Poems- Harcourt Brace

Grade 2/3

Harcourt- Brace Phonics workbook, ELL cd with school generated booklet with Dolch words, letter sounds, numbers, and multiplication facts. Continental Press reading comprehension workbooks.

Jamestown Heritage Readers Book A- Jamestown Publishers and writing component. Easy True Stories, Two Voices A Read Along Series- Oplons Publishing Big Book of Rhymes and Poems Crayola on line,

Leap Frog , Starfall(Computer based), Mighty Books(Computer based) Tumblebooks(computer based).My Skills Tutor(Computer based)

Grade 3/4/5

Jamestown Heritage Readers Books B and C- Jamestown Publishers and writing component. Continental press Reading Skills. Best Practices in Reading- Level c- Options Publishing and writing component Goodman's Five Star Activity Books Jamestown Publishers and writing component Folk Heroes Level C- Continental Press and writing component

Children Around the World- Continental Press and Writing Component

My Skills Tutor(Computer Based), Starfall(computer based)Tumblebooks(computer based)

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is employed by the use of native language dictionaries, native language books,with the peer tutoring given by more advanced English language students, speaking in the native language, and by the acumen, and knowledge and skill of the ESL teacher,

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Required support services, and resources correspond to the ELLS ages and grade levels.

When a new child comes in,in the early grades, the fear of a new school, and the actuality of not knowing the language,sets the school team in motion. The guidance counsler, the assistant principal, even the school safety officer, and the ESL teacher, all try to make the transition for the newcomer easier and less frightening. As the ELL approaches graduation, we offer special guidance in how to select the correct junior high for the ELL.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Once enrolled families are invited to participate in all school activities beginning with Parent Orientation at the beginnig of the school. Parents meet the teachers who share expectations for the school year.

18. What language electives are offered to ELLs?

NA

19. For schools with dual language programs:

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

NA

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Professional Development

The schools Professional Development Plan includes the ESL teacher's participation in all Literacy, Mathematics and Science in house sessions provided for the classroom teachers. Additionally the ESL teacher and teachers with ELL students in their classes receive professional development from the administration and the Network staff in specific topics such as vocabulary development for ESL. Citywide Professional Development opportunities are also used to supplement the schools Professional development plan.

2. Common Core Learning Standards professional development is provided through the administration, Network Achievement Coach and other contracted vendors. Amplify provided 2 full day workshops for the ESL teacher on September 4, 2013 and November 5, 2013. the focus was on Language development.

3. During our middle school transition year, staff including teachers, guidance counsellors, administration and the parent coordinator work closely with the ELL parents to provide support in Middle School Choice and programs availability. This process begins in the fall of the students fifth grade year. There are additional parent forums during the students fourth grade year to prepare for the fifth grade year events.

4. The ESL teacher will attend a minimum of 7.5 hours of ELL development at ELL conferences. The conferences are held throughout the city. The administration in consultation with the Network staff and the ESL teacher choose which conference will help the ESL teacher gain proficiency and insight to the teaching of ELLs.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 engagement begins upon the first entry into our school. The main entrance has translated posters that provides information to parents. Translated invitaions are sent home to parents for all school activities as welll as activities specifically designed for ELLs, such as the initail program choice meeting. There are monthly Book of the Month workshops, Guidance meetins as needed, Parent orientaion Night in September, NYS Testing Report Meeting in October to review testing data and set academic goals, Annual Title I Parent meeting, Parent Teacher Conferences, Promotional Meetings in January/February and in June. Culminating activities in June for Kindergarten and Grade Five students caps off the years activities.
 2. The school partners with several CBOs such as Cornell Medical Center with a series of nutrition workshops for parents. Bringing literacy to homes through our efforts with Scholastic. Boy Scout and Girl Scout of America are engaged in troops at PS 268. Through our PTA and school administration other partnership activies occur throughout the year.
 3. School generated Parent surveys and the annual school survey (Spring) are used to determine parent need. Teachers also do ininterest survey of their specific students and parents.
 4. The school administration determines how to address Parent involvement activities. The most recent parent survey resulted in Parent meeting to review NYS testing data.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: Emma Lazarus School

School DBN: 18K268

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Vangela Kirton	Principal		11/14/13
Sylvia Fairclough-Leslie	Assistant Principal		11/14/13
Imogene Thomas	Parent Coordinator		11/14/13
Jerome Fox	ESL Teacher		11/14/13
Pierre Jean Louis	Parent		11/14/13
Carl Mitchell	Teacher/Subject Area		11/14/13
E. Melit -Metz	Teacher/Subject Area		11/14/13
NA	Coach		1/1/01
NA	Coach		1/1/01
Angela Newton	Guidance Counselor		11/14/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 18k268 School Name: Emma Lazarus School

Cluster: 1 Network: CFN 108

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

Part A: Needs Assessment Findings

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

The first data and methodology used to assess our written and oral translation and interpretation needs is the Home Language Identification survey (HLIS) which is completed during admission intake. Additional needs based information is gathered based on attendance at Parent meetings that occur 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.

There are several parents of English as A Second Language (ESL) students who require written and oral interpretation of school documents including notices. They also require translation services during parent and teacher meetings or school workshops or meetings.

Part B: Strategies and Activities

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

Documents will be translated into each specific identified language. We identify the language need of each new admit during the admission process and through using HLIS ascertaining the specific language need. Written documents are translated using the website [babelfish.com](http://www.babelfish.com) which translate word documents into various language.

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.

We will provide oral translation into the specific identified language. We identify the language need of each new admit during the admission process and through using HLIS ascertaining the specific language need of each parent. In-house staff is utilized to provide oral translation.

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>.

The school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by providing written and oral translation and interpretation services for the identified parents for all school to home notices and during all parent and school meetings.

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: The Emma Lazarus School	DBN: 18K268
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 22
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 3

PS 268 K is a PreK-5 Title I School in District 18, that serves a population of 456 students. The majority of the students are from low-income families and most of our students qualify for free lunch. Our diverse ethnic population consists of the following: 99.1% of our students are Black or Hispanic. Currently 27 of our students are English Language Learners (ELL) 6.1%. The languages spoken are Spanish, Creole, Mandarin, and other.

The results of the 2013 NYSESLAT exam indicate that, of the students who were administered the test, 4 students were at the Beginning level of English proficiency, 7 students were at the Intermediate level of proficiency, and 8 students were at the Advanced level of proficiency.

In order to provide additional comprehension support to students in grades 2-5 we offer an intensive two days per week afterschool program. The after school program will service 22 ELL students in grades 2-5. Classes will meet two days per week on Tuesdays and Wednesdays from 3:10 to 4:10. Teachers will provide ESL strategies, ELA and Mathematics enrichment instruction to students during the after-school program. The students are grouped according to their NYSESLAT proficiency level and guided reading levels. We will utilize a model of rotating groups to ensure that all students in the program receive language development support from an appropriately certified ESL teacher each time the program meets.

When appropriate, teachers will work collaboratively on projects with all students. The program begins in November and is scheduled to conclude in May. The rationale for implementing an ESL after-school program is based on historical data which reflects positive increases in student performance on both the State ELA and Math Exams and NYSESLAT. Teachers use the READY Reading Intervention Program in the after-school program. The program includes a robust phonics and vocabulary component, additional items include: student leveled readers, student practice book, guided reading books, vocabulary cards and on-line assessments. Student data is collected on-line and reviewed and discussed with teachers, in order to provide follow-up support. The mathematics component is also known as Ready and it supports the key mathematics standards by grade. Both programs are aligned to Common Core State Standards.

After-school teachers share assessment results with classroom teachers ensuring continuity of instruction. The reading and math program materials provide opportunities for explicit teacher modeling of specific comprehension strategies, skills and time-on task for children to practice and apply modeled strategies. An emphasis is placed on conventions of grammar, sentence structure and writing and math computations and process. A series of appropriate leveled books are also used to support student comprehension. In addition, teachers have several software programs/websites, which children use for extended practice. These include: Think Central, Broadworks, RAZ KIDS, Reading EGGs, Scoology, Skillstutor, Fun Brain, Starfall, Discovery Kids. At home program access is available to students.

Part C: Professional Development

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

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

Begin description here:

Teachers will receive Professional Development in the implementation of the READY literacy and mathematics instructional material from the company consultant. Additional Lead teachers on staff will provide turnkey Professional Development in the use of the online instructional resources. Network staff will provide ongoing support and Professional development in vocabulary development and the use of Universal Design for Learning (UDL) strategies to deliver effective instruction. Other Teachers providing instruction to ELLs will be invited to the PD sessions as well.

Topic	Provider	Date	Time
Ready NY 2014	Curriculum Associates	TBD	2:20 – 3:10 PM
Literacy Turnkey PD	E. Metz, Literacy Lead Teacher	10/24/13	2:20 – 3:10 PM
Mathematics	S. Haynes, Math Lead Teacher	10/10/13	2:20 – 3:10 PM
Vocabulary Development	J. Cooper, Network Coach	12/5/13	2:20 – 3:10 PM
UDL PD	T. Bates-Howell, Network Coach	TBD	2:20 – 3:10 PM
Think Central	R. Velamisa, Technology Coordinator	11/7/13	2:20 – 3:10 PM
Core Knowledge	M. Stewart, Consultant	11/5/13	2:20 – 3:10 PM
Scoology	R. Velamisa, Technology Coordinator	12/19/13	2:20 – 3:10 PM
Boardworks Software	C. Riley, Consultant	1/9/14	2:20 – 3:10 PM

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here: In order to assist our ELL it's important to use a multi-tiered approach to ensure that ELL parents are part of the school community process and receive our support to ensure positive student outcomes. The following is in place to ensure school-parent partnership:

1. We're dedicated to increasing parental involvement of our ELL students, therefore, the Administration, Parent Coordinator and ESL teachers are active in promoting ESL parent involvement. ESL parents receive flyers about weekly/monthly parent workshops. ESL Workshops address specific strategies ESL parents can use at home in all content areas of the curriculum in order to help their child succeed. The Parent Coordinator provides workshops and parent outreach on a consistent, on-going basis as well as, supports the needs of the school's ESL parents at district-wide parent forums and training sessions.
2. Parents are notified of all events through multiple approaches: all parents receive phones regarding special events-using School Messenger Services, information is updated on school website and letters are backpacked as well.
3. Literacy at home through our Book of the Month program, NYS Assessment workshops, Nutrition, Vocabulary Development, Common Core Learning Standards, etc.
4. Network Staff - John Cooper, Joi Bonner, Tanya bates, Takesha Babb will provide parental engagement activities during PTA meetins and other planned sessions to increase parents ability to help their child achieve in school. School Staff - Vangela Kirton, Sylvia Fairclough-Leslie, Sharon Haynes, E. Melit-Metz, Angela Newton, Imogene Thomas will participate in parent engagement activites. Outside Consultants - (TBD) will provide parent engagement activities.
5. The administration works closely with the Parent Coordinator and the teachers to assess the needs of our ESL parents. The Parent Coordinator surveys parents at the beginning of the school year using a Parent/PTA survey, which asks parents to highlight workshops they would like during the school year. During Parent Teacher Conferences parents are asked to jot down suggestions and place them in our suggestion box in the main office. Our PC reaches out to the parents to discuss workshops and programs they think would be beneficial to them. There are several staff members who are available to provide interpretation services for ESL parents and help translate all written communications sent home with students. NYCDOE translator service is also used to translate all pertinent documents for parents of all ELL students.

Parent Engagement Activities

Workshop Topic	Provider	Date	Time
Literacy Turnkey PD	E. Metz & Grades 3-5 Teachers	10/28/13	5:00 – 6:30 PM
Mathematics	S. Haynes & Grades 3-5 Teachers	10/28/13	5:00 – 6:30 PM
In. Strategies (parents of ELLS)	J. Cooper, Network Coach	4/30/14	5:00 – 6:30 PM
Partnering for Student Success	Parent Academy Staff	2/11/14	5:00 – 6:30 PM

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.	0	
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	0	
Travel	0	
Other		
TOTAL	\$11,200.00	