



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PUBLIC SCHOOL 68
DBN (i.e. 01M001): 24Q068
Principal: ANNE-MARIE SCALFARO
Principal Email: ASNADEC@SCHOOLS.NYC.GOV
Superintendent: MADELENE CHAN
Network Leader: DIANE FOLEY

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
Anne-Marie Scalfaro	*Principal or Designee	
Frank Boyle	*UFT Chapter Leader or Designee	
Gloria Harris	*PA/PTA President or Designated Co-President	
Diane Cocorikis	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Karen Gleason	Member/ Assistant Principal/Chairperson	
Susanne Dennehy	Member/ Teacher	
Christina Rodriguez	Member/ Parent	
Naomi Torres	Member/ Parent	
Sheila Villanueva	Member/ Parent	
Yolanda Rosario	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

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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.

By June 2014, school leaders will conduct four to six formative observations on all teachers based on their selection of Option 1 or 2 and provide feedback and support based on the teacher's developmental needs to improve instructional practices based on Charlotte Danielson's Framework for Teaching and evidenced by 80% of pedagogues' receiving a rating of effective or higher over the course of one school year on their MOTP (Measure of Teacher Practice).

Comprehensive Needs Assessment

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

Based on our Learning Environment Survey in the area of Communication 16% of the teachers disagreed that the school leaders give regular and helpful feedback regarding their instruction.

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. Provide Professional Development on the Danielson Rubric/Advance Web Application throughout the school year.
2. Provide a menu of professional development for Election Day to provide teachers with a choice based on their professional development needs.
3. Providing various types of feedback in order to ensure that teachers are able to effectively use their feedback to improve effectiveness.
4. Intervisitation will be scheduled as needed for individual teachers based their observations.
5. Columbia and network staff developers will be providing professional development aligned to Danielson Rubric.
6. Literacy coach will provide staff development for teacher's individual areas of needs.
7. New teachers will be provided with monthly new teacher meetings and a buddy teacher.

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

1. . Principal, Assistant Principal, Literacy Coach, TC Staff Developers, Network Staff Developers, Teachers

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

1. 80% of teachers will receive a rating of effective by June 2014.
2. During feedback session teachers are provided with next steps, inter visitation schedules will be set up as well as professional literature that would help teachers scoring ineffective in areas.
3. Advance summary reports will be reviewed by administration throughout the year to look for trends in teacher effectiveness and to plan professional development
4. Teacher feedback from their professional development

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

1. September 2013- June 2014

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

1. Administrators will design a schedule to observe teachers based on their teacher choice of observation (option of 1 or 2).
2. Administrators will input observations into advance web application
3. Administrators will run reports in advance quarterly.

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).

At PTA meeting parents were made aware of the new teacher rating system (MOTP) as well as introduced to Danielson Rubric.

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		Title IA	X	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.

To work on grade level, and cross grade level teams, in examining student work products in ELA to monitor student progress and ensure that instruction addresses the Common Core Standards including performance tasks with 75% of the student meeting standards as evidence through rubrics aligned to the units of study.

Comprehensive Needs Assessment

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

Based on teacher surveys given In June teachers expressed a need for professional development and support in ELA. According to the results of the ELA state test 167 of current fourth and fifth graders scored a level 1 or 2. These results show 80% of our tested students scored below grade level.

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. Two staff developers from Columbia College will provide a lab site and follow up meeting for grade K-2 teachers and grade 3-5 teachers. This workshops and meetings will provide an opportunity for cross grade meetings. New professional development books from Columbia Teacher's College were purchased for each grade. Rubrics were aligned to unit of study and standardized for school wide use.
2. A staff developer from the network will provide professional development for all special education teachers.
3. A staff developer from the network will provide professional development for new ELL classroom teachers
4. Literacy coach will provide staff development and support for teachers throughout the year as needed.
5. Teachers will track students writing on a school wide record keeping sheet that will be collected quarterly.
6. Planning periods and common prep periods will be scheduled weekly for teachers to meet and plan for instruction, share teaching practices, and updated curriculum maps.
7. Inquiry teams will meet weekly to analyze target group of students and plan for small group work to lift level of writing and inform their instruction.
8. A uniformed rubric was established across the school to analyze student writing.
9. Staff development will be provided during a faculty conference on choosing students for inquiry and how to analyze student work effectively in teacher teams.
10. Core Inquiry team will meet twice a month to analyze cross grade writing pieces with a standardized school wide rubric.
11. Common Core ELA Ready books were purchased to provide additional support for students.
12. Students who received 1 or 2 on the ELA state test will receive interventions afterschool using I-ready (a computer program aligned to CCLSS).
13. Early bird geared for our ELLs to provide extra support in ELA and NYSESLAT practice.

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

1. Administrators, teachers, staff developers, literacy coach

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

1. Teachers will turn key teaching practices learned in staff development sessions during planning periods where at least one administrator attends weekly.
2. Administrators will collect writing scoring sheets to track progress.
3. Administrators will collect teacher team minutes and agendas to monitor and reflect.

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

1. September 2013-2014

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

1. Substitute teachers to cover workshops and lab sites. Scheduling to provide opportunity for grades to meet at common preps and planning.

2. Funding for resources such as I-ready and New York Common Core Ready books.
3. Schedules were created to provide common prep and a planning period for each grade.

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).

We have provided parent workshops in the morning and evening on instructional shifts within Common Core Standards. In addition during open school week we provided grade specific workshops on an overview of CCLS and grade expectations. We are also in the process of purchasing E Chalk to create school website in order to better communicate with parents. We purchased RAZ-KIDS a reading computer program that can be accessed at home to help improve reading skills. In addition we purchased Brain Pop and Brain Pop Junior.

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	Title IA	X	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.

Sequester 2010
Title I Parent Involvement

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.

To work on grade level, and cross grade level teams, in examining student work products in math to monitor student progress and ensure that instruction addresses the Common Core Standards with 75% of the students scoring a level 2 or higher as measured by our own in-house math benchmark exam that is administered three times throughout the year.

Comprehensive Needs Assessment

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

According to the results of our State math test 161 of our current fourth and fifth graders scored a level 1 or 2. These results show 78% of our students scored below grade level.

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. Network specialist will meet with teachers during planning meetings to provide professional development as well as classroom visitations.
2. Two math Specialists will provide support to teachers.
3. Math specialist from network will provide a math lab-site that teachers from each grade will attend and turnkey to their grade.
4. Math specialist will provide and additional lab-site for kindergarten teachers on centers.
5. In house math specialist will provide teachers with additional support in math.
6. Common Core Math Ready books were purchased to provide additional support for students.
7. Math specialist will be provided AIS during the day for at risk students.
8. Early Bird, afterschool, and Saturday school will be provided for at risk students.
9. Common Core ELA Ready books were purchased to provide additional support for students.
10. Students who received 1 or 2 on the Math state test will receive interventions afterschool using I-ready (a computer program aligned to CCSS).
11. Early bird geared for our ELLs to provide extra support in Math.

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

1. Network Specialists, Two math Specialists, Teachers
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Benchmark scoring sheets will be reviewed by administrators three times throughout the year. Teachers will turn key teaching practices learned in staff development sessions during planning periods where at least one administrator attends weekly. Administrators will collect teacher team minutes and agenda to monitor and reflect
D. Timeline for implementation and completion including start and end dates
1. September 2013-June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Scheduling and coverage for lab-sites and meetings. Substitute teachers to cover workshops and lab sites. Scheduling to provide opportunity for grades to meet at common preps and planning. Funding for resources such as I-ready and New York Common Core Ready books. Schedules were created to provide common prep and a planning period for each grade.

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).

We have provided parent workshops in the morning and evening on instructional shifts. In addition during open school week we provided grade specific workshops on an overview of CCLS and grade expectations. We are also in the process of purchasing E-Chalk to create school website in order to better communicate with parents. We purchased IXL a math computer program that can access at home to help improve math skills.

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		Title IA	X	Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Title I Parent Involvement										

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, our attendance data will show an increase from 93.9 5% to 95% improve student's attendance in order to meet the NYC Average attendance rate.

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.

Currently our attendance is at 93.9%, we noticed that during the winter months there is an increase in absences school wide. In addition, we noticed that the lowest months of attendance are when we have time off from school such as: Winter Recess, February Break and Spring Break.

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

- We will continue with our "Be here be a Winner Program", where students are called at random each day and receive a prize for attending school. In addition, children sign a poster in guidance and it is hung proudly in our hallway.
- Pizza parties are awarded to class with highest attendance rate for the month.
- Students with perfect attendance for the month are put in a raffle for a chance to win a kindle.
- Attendance committee meets monthly to analyze attendance trends.
- Implementation of PBIS (Positive Behavior Intervention System) which rewards children for positive behavior including coming to school and creates positive environment to encourage students to attend school daily. As part of this program a check in check out system has been implemented for target student s some of which attendance is a problem.

6. Attendance Data is shared at every PTA meeting.
7. Our monthly attendance is displayed in our main hall to show our school community how we are moving towards our goal.
8. Student Government voted on Spirit Day Dress code to boost attendance on Fridays.
9. Star attendance awards are given out each day to classes that receive 100 % attendance. These awards are hung proudly outside their classroom.
10. We initiated “community service” for students with chronic absences in hopes to improve their attendance.

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

1. Administrators, teachers, parents, guidance counselor, parent coordinator, Attendance Teacher

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

1. Attendance Meeting monthly agendas, reports and phone logs.
2. Agenda and notes from PBIS meetings.
3. Daily attendance reports
4. Monthly attendance reports.

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

1. September 2013-June 2014

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

1. Scheduling for attendance meeting and PBIS meetings bi weekly.

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).

Share monthly attendance at Leadership meetings and PTA meetings.
 Daily calls home.
 K12 Alert – Phone system that informs parents if child is absent or late.
 In–House attendance Policy Contract sent home and collected.-

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		Title IA	x	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.

Title I Parent Involvement

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.

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.

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.

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

1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

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

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

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	Strategy groups Guided reading	Small group	During the school day
Mathematics	Repeated readings CCLS review	Small group	During the school day
Science	Strategy groups Guided reading (content area)	Small group	During the school day
Social Studies	Strategy groups Guided reading (content area)	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social/Emotional Intervention Crisis Intervention	Small group	During the school day

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS 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.
In an effort to retain our highly qualified teachers we provide professional development throughout the year including faculty conferences, grade meetings, common prep and an addition prep period a week for planning. We provide teachers with an opportunity to meet 1X a week for an additional planning period. Each Thursday teachers are provided time to meet for 50 minutes to meet, reflect and discuss student work in an effort to improve effective teaching. Lead teachers are identified per grade for each subject. The lead teacher serves as a facilitator and shares strategies learned from professional development to other members of their grade. A CORE/Instructional Team has been created with representatives from each grade along with administration to look at student work across grades and share best practices. First year teachers follow an inter-visitation schedule to observe best practices and monthly after-school meetings which provide further support these teachers. The results of our teacher surveys provide us with information to provide differentiated Professional Development to teachers over the course of the year. Teachers who have classroom with smart boards receive professional development on how to effectively use technology during instruction. In order to recruit new candidates we work with several colleges that send us student teachers. In the past, we have posted positions on open market and have conducted interviews from candidates that applied. In addition, we have screened and hired from our substitute pool.

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).
In an effort to retain our highly qualified teachers we provide professional development throughout the year including faculty conferences, grade meetings, and common prep periods. We provide teachers an opportunity to meet 2X a week for common prep periods as well as 1X a week for an extra planning period. Each Thursday teachers are provided time to meet, reflect, and discuss student work in an effort to improve effective teaching.
Lead teachers have been identified per grade for each subject. The lead teacher serves as a facilitator and shares strategies learned from professional development to other members of their grade.
A CORE team has been created with a representative from each grade along with administration to look at student work across grade and share best practices.
Untenured teachers follow an inter-visitation schedule to observe best practices and monthly morning meetings are provided to further support these teachers.
The results of a teacher survey provide opportunities for differentiated instruction.
Teachers who have been provided with smart boards have received professional development on how to effectively use technology during instruction.
In order to recruit new candidates we work with several colleges that send us student teachers. In the past we have posted positions on open hire and have conducted interviews with candidates who have applied. In addition, we have screened and hired from our substitute pool.

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

As a Title I School wide Program (SWP) school, we qualify for Conceptual Consolidation. We use funding flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of supplementing the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating services, we maximize fiscal resources by combining federal, state and local funds such as Tax Levy, Title I, Title III, NYSTL, STH and other available resources to implement activities and strategies to reach school wide goals for improvement.

Our school continuously monitors programs, actions and strategies to ensure that they meet the intent and purpose of the federal and state program guidelines included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by instructional lead teachers in the areas of math & Literacy.
- Teacher teams engaging in collaborative inquiry by tracking data trends and looking at student work to improve teaching practices in Literacy, specifically, "Writing".
- Textbook and instructional materials purchased for Literacy & Math.
- Before & Afterschool programs in Literacy & math for all students.
- Use of the instructional lead and ELA coach .

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Leader and team including the Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve school wide improvement.

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.).

Our transition plans to assist Pre-School children are as follows:

Parent Workshops throughout the year given by G. Morales, Social Worker, are offered during the year in our parent Room. The Spring session includes information on transitioning to Kindergarten. Parents are also invited to District meetings, specific to Pre-K, presented by Early Children Office.

In early June a Parent orientation meeting for Septembers incoming Kindergarten Families. Administrators welcome parents in the auditorium, present an overview of the Kindergarten Program, answer questions and introduce kindergarten teachers. PreK student visit k classrooms in May and June. They also tour the building, including the computer lab library and the cafeteria.

When records and portfolios are transferred to K teachers, IEPs and anecdotal are discussed.

PreK students are given a summer goodie baggie, which includes flash card, primary writing paper, emergent books and neighborhood Public Library application and card. In addition, parents receive ideas for fun, educational activities and Kindergarten Readiness checklist. PreK students/families are mailed a post card in July encourage them to read every day. Our curriculum includes the introduction of the Foundations Program, Shared Reading, Shared Writing and Turn & Talk which are all used in Kindergarten. Families receive the SPARK (School Newsletter) and calendar every month highlighting, school wide events activities and celebrations.

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.

The MOSL team attended Central and network professional development sessions to learn about MOSL and the New *ADVANCE* teacher evaluation system. The MOSL team met several times to review all options. The principal's decision, on the selection of the MOSL assessment measures, was informed by recommendations made by the MOSL team. Each month professional development is scheduled to provide professional development regarding the use of MOSL assessments and *ADVANCE* to improve instruction. In addition to MOSL, our school uses several appropriate assessment measures such as common pre and post unit assessments, predictive assessments, classroom assessments, and online assessments. Teacher Teams look at student work and track student performance trends to establish flexible grouping and to provide scaffolds and extensions to accelerate student learning. The school also uses multiple assessment measures to inform professional development opportunities that are scheduled throughout the year and are aligned with Danielson, the new Core Curriculum in ELA and Math and to build teacher capacity in the use of data assessment results to improve instructional practice. P

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)**

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

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

Parent Involvement Policy (PIP) Template

P.S. 68 Parent Involvement Policy

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 24	Borough Queens	School Number 068
School Name The Cambridge 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 Annemarie Scalfaro	Assistant Principal Karen Gleason
Coach Susanne Dennehy (Literacy)	Coach
ESL Teacher Eliza Chiriac, Melissa D'Amato	Guidance Counselor Carolyn McNulty
Teacher/Subject Area Pamela Hotis (Math)	Parent Gloria Harris
Teacher/Subject Area Susan Miriel	Parent Coordinator Barbara Malave
Related Service Provider Elaine Kazane	Other
Network Leader(Only if working with the LAP team)	Other

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.	6	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	0	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	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	3	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	767	Total number of ELLs	156	ELLs as share of total student population (%)	20.34%
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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														
SELECT ONE	5	5	2	2	5	2								21
SELECT ONE														0
Total	5	5	2	2	5	2	0	0	0	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	156	Newcomers (ELLs receiving service 0-3 years)	131	ELL Students with Disabilities	28
SIFE	0	ELLs receiving service 4-6 years	23	Long-Term (completed 6+ years)	2

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
Dual Language										0
ESL	132			23			2			157
Total	132	0	0	23	0	0	2	0	0	157

Number of ELLs who have an alternate placement paraprofessional: 2

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	20	27	33	15	19	14								128
Chinese	1	1	1											3
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	1	1	1	1								6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	22	29	35	16	20	15	0	0	0	0	0	0	0	137

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)	12	0	5	5	1	4								27

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)	6	8	20	3	9	1								47
Advanced (A)	11	21	9	13	10	11								75
Total	29	29	34	21	20	16	0	0	0	0	0	0	0	149

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	4	0	0	17
4	12	1	0	0	13
5					0
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	8	1	8	1	0		1		19
4	8	3	3		1		0		15
5									0
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	1	1	1	1	7	1	3		15
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)								
Chinese Reading Test								

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.
(See all answers below)
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
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?
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.](#))
6. How do you make sure that a child's second language development is considered in instructional decisions?
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?

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

Our school uses TCRWP assessments to assess the early literacy skills of our ELLs. According to the data, 6.1% of ELLs in grades 1-5 are reading on grade level. 8% are approaching grade level in reading. The data shows that our ELLs need extra support in literacy skills. This data helps us inform our school's instructional plan by implementing instruction that provides appropriate scaffolding, strategies, and ESL techniques to facilitate improvement in literacy.

Data patterns in Kindergarten show that 62% of ELLs are at the beginning/intermediate level of English proficiency and 38% are advanced. In first grade, 3% of ELLs are beginners, 27% are intermediate, 70% are advanced. In second grade, 17% of ELLs are beginners, 57% are intermediate and 28% are advanced. In 3rd grade, 29% of ELLs are beginners, 13% are intermediate and 58% are advanced. In 4th grade, 1% of ELLs are beginners, 40% are intermediate, 50% are advanced. In 5th grade, 29% of ELLs are beginners, 6% are intermediate and 65% are advanced.

Patterns across proficiencies and grades show that 5 4th grade intermediate ELLs scored a level one on the ELA in third grade, and 1 student scored a level 2. Seven 4th grade advanced ELLs scored a level one and three scored a level two. In 5th grade, one beginner student scored a level one on the ELA in 4th grade. One intermediate student scored a level one, 9 advanced students scored a level one, and one advanced student scored a level two. There is no significant difference in tests taken in English as compared to tests taken in native language. ELL periodic assessments are used to drive instruction, strategy groups and individual class groupings. Periodic assessments show that scaffolding needs to be implemented across all subjects, incorporating native language support when necessary.

Second language development is considered in instructional decisions by planning for multiple entry points according to English language proficiency levels, scaffolding lessons according to language needs and learning styles (UDL), and using various ESL methodologies and techniques to provide comprehensible input for the second language learner.

Overall NYSESLAT proficiency results reveal that 19% of ELLs are beginners, 28% are intermediate and 53% are advanced. This affects instruction by implementing language support in all of the content areas according to their levels. Beginner and intermediate students are given visuals, extra modeling from teachers and peers, placed in tirads during partner talk, and opportunities to speak, read and write in their native language as needed. Beginners are provided with basic vocabulary for communication but also exposed

to the academic vocabulary given to the intermediate and advanced students during instruction.

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](#).)

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

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

During the initial screening, administering of the HLS, the Lab-R and the formal initial assessment, an ESL licensed teacher, Assistant Principal or Principal will have an additional native language staff member as a translator. For low incidence languages (i.e. Arabic, Tibetan), the school will contact the Translation and Interpretation Unit and set up a meeting with the parent. We have a staff member fluent in Spanish who administers the Spanish Lab.

The RLAT report from ATS determines the ELL students with continued entitlement, continued entitlement letters are then given to those students who will continue to receive ESL services for that year. Before distribution, letters are copied and are filed in an ESL binder. Letters returned from the students are collected and kept in a binder as well.

An ELL student roster is generated from the RLAT and RMNR reports, along with current newly entitled students and transfer students. According to the current ELL school roster, grids are checked to ensure that every ELL is accounted for on all components of the NYSESLAT. Each component of the NYSESLAT is administered on consecutive days. Absentees are monitored and tested during the make-up period according to NYSESLAT guidelines.

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

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

of Education and their right to select a program.

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

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

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

Parent Orientations are held within ten days of a student's enrollment. These orientations describe in depth the program that is offered at P.S. 68. In addition, additional programs such as Dual Language and Transitional Bilingual, are explained and parents are informed of schools in the district that offer these programs. The dates held for orientation include: September 20, 2013 to date. Students identified as ELLs are given entitlement letter and the home language parent survey. Parent Surveys and program selection forms are distributed at the parent orientations. Parent surveys and program selection forms are collected and kept in ESL binders. Program selection forms are photocopied; the original is attached to the HLS and placed in the student record folder. The photocopy is kept in the ESL binder.

The LAB-R score determines language proficiency. Students are identified as beginner, intermediate and advanced. Placement letters are given to entitled students and continuation letters are distributed to ELLs according to current NYSESLAT scores. The NYSESLAT exam is administered in the spring in accordance with the NYS examination schedule. Students receive instruction in all domains tested.

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.
Parents are informed of all three program choices at each parent orientation.
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 [\[see tool kit\]](#).)
The two ESL coordinators hand out, collect, photocopy and store all letters and forms. They are kept securely in a binder in the ESL office.
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.
(see above)
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.
Three licensed ESL teachers administer the speaking portion of the NYSESLAT test. All students receiving ESL instruction are scheduled to take the NYSESLAT exam.
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. 
(See Above Narrative)

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

The instructional materials used to support the ELL student in the classroom include visual aids such as charts with pictures, manipulative materials and realia. We encourage a print-rich environment by labeling centers and objects in the room. We introduce word walls by using student names. We have leveled libraries to suit the interest and level of all the children. Books have a high level of picture support. Big books are based on everyday life experiences such as the laundromat, shopping and the supermarket. In the lower grades, we use Foundations to support language skills. We celebrate children's accomplishments by hanging up their work. In addition, we encourage the use of computers, videos and recordings. Our science teachers provide hands-on learning. In Social Studies children use maps and various charts. During math our students use many manipulative materials such as, rulers, geoboards, graphs, scales, counters, etc. to help them complete lessons. Administrators stress the importance of overwhelming language support. Teachers utilize picture support, realia, and TPR.

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

We currently have in house professional development by staff developers from the Reading and Writing Project at Teachers College. These staff developers provide us with twenty days of in house staff development in a lab site/meeting set up. In addition, our teachers are provided with the opportunity to attend outside workshops from Teachers College. Our network provides professional development for our ESL teachers.

VIII. Program Model Description

The instructional model presently used at P.S. 68Q follows the English-As-A-Second-Language (ESL) model. We have two

certified ESL teachers that “push-in” to service our English Language Learners (ELLs). Beginner and intermediate students receive 100 minutes of daily instruction and our advanced ELLs receive 50 minutes of daily instruction. In addition, we have four certified ESL teachers that teach self-contained ESL classes.

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

Native language support is provided by literature in native language, partnerships, triads, and Spanish dictionaries. ESL teachers provide language support through language objectives for each lesson, visuals, manipulatives, Total Physical Response and repetition.

Our teachers include: Foundations, CCLS Ready Books, Leveled Texts. The strategies taught include: repetition, choral reading, role play, visuals, sentence pattern activities, and word matching.

ELL students are serviced according to levels. Beginner and Intermediate students receive 360 minutes of ELA per week. Advanced students receive 180 minutes of ELA per week.

The language demands of the content area are met by supporting content area language objectives and ESL strategies to make language comprehensible. Language structures and functions, content specific vocabulary and academic vocabulary taught through the use of language charts, the deconstruct/reconstruct approach, sentence strips with language prompts, sentence frames, realia, visuals, Tier I and Tier II words, BICS/CALP rings, additional teacher modeling and TPR (Total Physical Response).

Listening:

Formal Assessment: predicitive assessment, Lab-R, NYSESLAT

Informal Assessment: conferences, checklists, teacher observation

Speaking:

Formal Assessment: Lab-R, NYSESLAT

Informal Assessment: conferences, checklists, teacher observation

Reading:

Formal Assessment: predicitive assessments, LAB-R, NYSESLAT

Informal Assessments: post-its, conferences, checklists

Writing:

Formal Assessments: Predictive assessments, LAB-R, NYSESLAT

Informal Assessments: conferences, graphic organizers, published writing pieces

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
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).

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?
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?

Describe your plan for SIFE students

At the present time we do not have any SIFE children. If any SIFE student is ever registered we address the parental needs as well as the students' needs. For the parents, we have them meet with the parent coordinator to inform them of various community services that are at their disposal. For example, Greater Ridgewood Youth Council, YMCA, Child Health Plus, and various cultural organizations within the community. For the child we provide him/her with a buddy to translate if necessary. This would also help him/her acclimate into the school setting. He/she will also be placed in the appropriate ESL setting. The child is also offered additional support services such as, AIS, small group instruction, individual instruction, ESL push-in services as well as extended day services. All of this is to acclimate the student in their social and academic environment.

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

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

3. Plan for long-term ELLs

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

4. Plan for Alternate Placement in Special Education

Currently we have five self-contained special education classes and four ICT classes which include ESL students. We do not have Bilingual Special Education Instruction; however, Alternate Placement Paraprofessionals are provided for those students who have bilingual instruction written on their IEP. Students with disabilities receive all services they are mandated to receive as indicated on their Individual Education Plan. These services include: Occupational Therapy, Physical Therapy, Speech, Counseling, and SETSS. Our ESL teachers receive professional development on reading IEP's and attend workshops provided by the network to help students who are English Language Learners as well as Students with Disabilities.

If any SIFE student is registered at our school, instruction would be differentiated according to language proficiency level as well as the academic needs of the student. Content, as well as language would be scaffolded according to the student's needs. Oral English proficiency would be emphasized through repetition, conversation prompts, and triads during partner talk. Foundational Skills would be supported through Foundations and small group instruction. Literary knowledge and higher order critical thinking skills would be supported through emergent reading, read alouds, and heavily scaffolded informational texts. Manipulatives, graphic organizers, and use of technology would also be used to help SIFE students engage in cognitively demanding tasks. Differentiation of instruction for newcomer students (less than three years) includes emphasis on Oral English proficiency, native language support, visual and verbal cues, predictable daily routines, partnering with a peer, triads during partner talk, and use of manipulatives such as language cards. In addition, lessons are scaffolded according to student needs with visuals, picture support

and language structures. Emergent storybooks and read alouds with repetitive language and clear illustrations that reflect the text are used to help comprehension and language needs.

For ELLs receiving service 4 to 6 years it is critical to integrate language and content. Instruction includes social and academic language in each lesson. Informal assessments are given more frequently to obtain true understanding of comprehension. For long term ELLs, the units of study are developed with embedded language and literacy skills which can then be taught across the subjects.

Former ELLs of 1 or 2 years are placed in ESL classrooms in which they can still get exposure to language objectives and language being taught through the content. These proficient students are also given the ELL testing accommodations of time and a half.

All teachers of ELLs are aware which students are ELLs and their proficiency levels. The assessments that are used are the LAB-R, NYSESLAT, Teacher's College, running records, Foundations, on-demand writing assessments, conference notes, informal formative assessments. Data is reviewed weekly, monthly and bi-monthly. NYSESLAT improvement is reviewed at the beginning of the year.

ELLs are afforded equal access to all school programs. PBIS is a school-wide program that encourages positive behavior through positive reinforcement. All students, including ELLs are rewarded for positive behavior such as, showing respect, listening attentively, class participation and task completion. Our school uses the Teacher's College Reading and Writing program from Columbia University. All classes, including classes of ELLs follow this curriculum. Teacher's College staff developers address the needs of our ELL population when providing professional development. An extracurricular program that is implemented specifically for our 4th and 5th grade ELLs is Arts Connection. In this program, students use body movements, dance and song to tell a story. ELLs are also part of the Early Bird and After School programs. These programs implement Common Core aligned instruction in reading and math.

Technology that is used to support ELLs includes the use of computers, overhead projectors and smartboards. Programs used include: Rosetta Stone, Brain Pop, and Foundations. ELLs also view educational videos that support topics that they are learning about in reading and content areas. Additional instructional materials used to support ELLs include big books, emergent reading books, content area textbooks, and Ready New York CCLS workbooks.

Native language support is delivered through home language buddies, multilingual books, translations of books, bilingual picture dictionaries.

Parents and students are provided with opportunities to attend Open House sessions for middle school. Our guidance counselor sets up a meeting with any student who wishes to get additional information or address any concerns about middle school.

ELL training is provided for all teachers. The main focus is how to make language comprehensible in all content areas. Topics include: language objectives, scaffolding, vocabulary acquisition, discourse, differentiation, BICS and CALP, and ELL shifts in the Common Core.

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
Native Language Arts:	
Social Studies:	
Math:	
Science:	

Class/Content Area	Language(s) of Instruction

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

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
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.

We offer mandated support for ELLs during our extended day program. In addition, ESL students are invited to either an Earlybird or Afterschool Program. We utilize the CCLS ELA and Math program books to support our students for the NYS exam. We are investigating the I-Ready program for our students who scored a level one on last year's ELA and Math exam.

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

Paste response to question here:

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

I-Ready

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

None at this time.

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

(see above)

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

(see above)

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

Through the use of trade books.

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

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.

18. What language electives are offered to ELLs?

Not Applicable

19. For schools with dual language programs:

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

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

Our science teachers provide hands-on learning. In Social Studies children use maps and various charts. During math our students use many manipulative materials such as, rulers, geoboards, graphs, scales, counters, etc. to help them complete lessons.

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

VIII. Program Model Description

The instructional model presently used at P.S. 68Q follows the English-As-A-Second-Language (ESL) model. We have two certified ESL teachers that “push-in” to service our English

Language Learners (ELLs). Beginner and intermediate students receive 100 minutes of daily instruction and our advanced ELLs receive 50 minutes of daily instruction. In addition, we have four certified ESL teachers that teach self-contained ESL classes.

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

Native language support is provided by literature in native language, partnerships, triads, and Spanish dictionaries. ESL teachers provide language support through language objectives for each lesson, visuals, manipulatives, Total Physical Response and repetition.

Our teachers include: Foundations, CCLS Ready Books, Leveled Texts. The strategies taught include: repetition, choral reading, role play, visuals, sentence pattern activities, and word matching, deconstruct and reconstructing of texts, close reading of texts.

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.

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

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. Provide high-quality curriculum instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - P.S. 68 utilizes a Balanced Literacy approach to reading, writing, listening and speaking.
 - We follow the Teacher's College Literacy program. This methodology includes running records, mini lessons, individual conferences, guided reading, advancing on the writing continuum, and improving independent reading skills.
 - P.S. 68 utilizes the Envision Math Program.
 - Students are expected to arrive at school on time and are expected to have minimal days absent.
 - Our school expects students to read a minimum of 25 books per year.
 - Students are expected to complete their homework each night.
 - Our teachers foster academic rigor by teaching to individual needs through small group instruction.
 2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
 - Our PTA holds monthly meetings to inform parents of the on goings in the school. In addition, parent-teacher conferences are conducted bi-annually in November and then again in March.
 - P.S. 68 provides information to all parents through the school newsletter, The Spark. This year we are also sending home monthly goal letters for each grade with individual strategies to help each student reach the goals.
 - In addition to the parent-teacher conferences that are held twice a year, P.S. 68 hosts a Meet the Teacher night in September and Open School week in November.
 3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Report cards are distributed three times a year.
 - We continue to distribute Goal Letters that are sent out to parents at the beginning of each month. These letters outline what is being learned in each subject during the month and ways parents can help their child meet their individual goals.
 - P.S. 68 administers interim assessments. These reports are made available to parents through ARIS.
 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - P.S. 68 provides opportunities for communication with parents at PTA meetings, Leadership Team meetings, parent-teacher conferences, individual phone or in person conferences, and Meet the Teacher night.
 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
 - Parents are invited to visit their child's classroom during open school week in November. In addition, parents are welcome to make an appointment to visit their child's classroom at any other time during the school year.
 - This year, the Principal plans to conduct walkthroughs of the building with the parents in an effort to allow parents to see what their children are learning.

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

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.

School Name: 068

School DBN: 24Q068

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
AnneMarie Scalfaro	Principal		11/6/13
Karen Gleason	Assistant Principal		11/6/13
Barbara Malave	Parent Coordinator		11/6/13
Eliza Chiriac	ESL Teacher		11/6/13
Gloria Harris	Parent		11/6/13
Susan Miriel	Teacher/Subject Area		11/6/13
Pamela Hotis	Teacher/Subject Area		11/6/13
Susanne Dennehy	Coach		11/6/13
	Coach		
Carolyn McNulty	Guidance Counselor		11/6/13
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q068 School Name: 068

Cluster: 02 Network: 204

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

Part A: Needs Assessment Findings

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

We initially utilize the HLS as a method of identifying language needs of parents. We have identified that the majority of parents speak Spanish, therefore most of our correspondence goes home in both English and Spanish. Whenever possible, all documents sent home are translated into Spanish. In addition, we have several staff members that work as translators when necessary. Teachers send home personalized surveys to help identify the individual needs of the parents of the students in their class. We have a bilingual secretary in the office to address the language needs of parents both in person and over the phone.

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.

Our school's written and oral interpretation needs show us that our translation services revolve mostly around Spanish. We utilize in house translators and if necessary, we utilize the translators provided by the NYC DOE. We provide translators at meetings with parents and during parent-teacher conferences. We have approximately 35 new Spanish families, 2 new Arabic families, 1 Romainian, 1 Chinese, 1 Albanian and 1 French. The majority of our language needs are Spanish. All documentation from the school goes home in English and Spanish and other languages on an as needed basis.

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.

All Documents that go home are translated from English to Spanish. Translations are provided by in-house staff. If necessary, like in the case of a standardized test, we employ translators from outside vendors to provide translation to students. We are currently looking into a translation system that will be utilized during all parent meetings that will translate from English to the language of need.

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.

Oral translation will be provided by in-house staff unless there is a need for a language where we do not have a translator. If possible, we utilize the NYC DOE translation service.

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>.

Home languages are entered into ATS. We will provide translation and interpretation services to all parents who require language assistance. Interpretation services will be provided in person, over the phone and in written correspondence.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information

Name of School: P.S. 68

DBN: 24Q068

This school is (check one): conceptually consolidated (skip part E below)
 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):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 80

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 6

of certified ESL/Bilingual teachers: 3

of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

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

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

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

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

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

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

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

Workshops will address the following:

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

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

Part E: Budget

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

Allocation Amount: \$

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

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

Allocation Amount: \$

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