



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** PS/IS 268  
**DBN (i.e. 01M001):** 29Q268  
**Principal:** LISSA GRANT STEWART  
**Principal Email:** LGRANTS@SCHOOLS.NYC.GOV  
**Superintendent:** LENON MURRAY  
**Network Leader:** DR. JOANNE JOYNER-WELL

**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
Lissa Grant Stewart	*Principal or Designee	
Melody Davis	*UFT Chapter Leader or Designee	
Denise Bland	*PA/PTA President or Designated Co-President	
Stacey Ferdinand-Guest	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	
Gloria Nelson	Member/	
Daryl LaCorte	Member/	
Steven Horton	Member/	
Valmon Belgrave	Member/	
Rasheeda Sampson	Member/	
Monira Khandeker	Member/	
	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	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## **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, teachers will participate in professional development sessions and inquiry based studies to support special education and ELL students in demonstrating progress towards achieving Common Core State standards as measured by their performance on the Performance Assessment.

### **Comprehensive Needs Assessment**

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

The analysis of Special Education students in grades 4-8 shows that of the 67 students that participated in the New York State English Language Arts Assessment, 76% of students achieved level 1; 19% of students achieved level 2; and 5% students achieved level 3 and 4. In the New York State Math Assessment, 82% of students achieved level 1; 16% of students achieved level 2; and 1% of students achieved level 3 and 4.

The analysis of Ell students in grades 4-8 shows that of the 17 students that participated in the New York English Language Arts Assessment, 70% of students achieved level 1; 29% of students achieved level 2. In the New York State Math Assessment, 77% of students achieved level 1; and 22% achieved level 2.

### **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. Teachers will conduct weekly Inquiry Team Meetings to develop strategies to improve student achievement.
2. Teachers will implement the Harvard protocol for looking at student work during grade and Inquiry meetings and use the data to inform instruction.
3. Teachers and service providers will work collaboratively to examine student IEP's and align specific student goals and modifications.
4. Teachers will be trained to utilize the 3T model to plan Social Studies lessons to enrich academic vocabulary and deepen comprehension.

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

1. Teacher teams, paraprofessionals, network support, and administrators will implement these strategies/activities.
2. Teacher teams, paraprofessionals, network support, and administrators will implement these strategies/activities.
3. Teacher teams, Service Providers, paraprofessionals, network support, and administrators will implement these strategies/activities.
4. ESL Teacher, Grade K-2 Teachers, ESL Consultant , CFN Insructional Support

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

1. Inquiry teams will report to staff regarding their progress. Teachers will complete weekly agendas. Binders will be collected and reviewed.
2. Monitor student progress over time to evaluate growth.
3. Teachers and service providers will monitor progress of students with IEP's
4. Teachers will participate in professional development and lab-sites to develop their skills. They will evaluate the quality of student work products to measure the effectiveness of the program.

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

1. Inquiry Binders will be reviewed in January , March and June 2014.
2. September 2013 through June 2014.
3. September 2013 through June 2014.
4. Teachers will attend 3 Professional Development Sessions and ongoing labsites between January and June. I

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

1. Instruction Leaders Meetings will be held bi-monthly to support Inquiry Team implementation.
2. Professional development sessions will be conducted to support use of the Harvard Protocol, the use of ARIS, and the following the inquiry cycle
3. Consultants to provide professional development for teachers in developing strategies to support special education students.
4. Consultants to provide professional development for teachers in developing strategies to support English Language Learners.
- 5.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Parents will be updated on the process and progress of the Inquiry Team outcomes during PTA meetings so that they can support their children at home.
2. Distribute student progress reports containing student goals and strategies that can be implemented at home to help children perform at a significantly higher level in reading and writing.

Inform parents about ways to support their children through parent workshops and Parent Teacher Association (P.T.A.) meetings

3. N/A

**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	Title IIA	X	Title III	Set Aside	Grants

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.

By June 2014, school leaders will use the Danielson Framework to conduct formal and informal observations, provide effective feedback and support to improve instructional practices and increase student progress towards achieving State standards as measured by their performance on the ELA and Math Performance Assessment.

**Comprehensive Needs Assessment**

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

Our data indicates that our students are not making adequate progress in performance as measured by the New York State English Language Arts and Math Assessments. The analysis of students in grades 3-8 shows that of the 391 students who participated in the New York State Math Assessment, 41% of students achieved level 1; 36% of students achieved level 2; and 9% of students achieved level 3 and 4. On the New York State English Language Arts Assessment, 34% of students achieved level 1; 44% of students achieved level 2; and 21% students achieved level 3 and 4

**Instructional Strategies/Activities**

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

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

1. Individual Planning Conferences (IPC) will be conducted with each teacher to set professional goals and to select an observation option.
2. Each teacher will be observed formally / informally according to the option selected.
3. Teachers will receive specific feedback aligned with Danielson's Framework and strategies to improve instructional practices.
4. The Talent Coach will support school leaders in the implementation of the Danielson Framework.
5. Professional development sessions will be provided to support teachers in the implementation of Danielson Framework.

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

- 1. Teachers, administrators
- 2. Administrators will create a monthly observation schedule
- 3. Teachers , administrators
- 4. Administrators and DOE Talent coach
- 5. Teachers, administrators, network support

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

- 1. IPC's will be conducted to set goals based upon strengths and weaknesses as identified by the teacher and administrator.
- 2. Observations will be scheduled according to the options chosen by the teacher in regular intervals.
- 3. Teachers will be provided with verbal feedback which will include evidence progress made since the last observation and areas that need improvement.
- 4. The talent coach will provide the administrators with opportunities to norm the use of the Danielson rubric.
- 5. Monitor the progress of teacher performance during classroom observations periodically to determine effectiveness of professional development.

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

- 1. IPC's will be conducted by October 25, 2013.
- 2. Observation schedule will be reviewed monthly to ensure that they are completed in a timely manner.
- 3. Feedback will be provided within approximately 48 hours.
- 4. The talent coach is scheduled to make three school visits.
- 5. Teachers will receive professional development once a week.

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

- 1. N/A
- 2. N/A
- 3. Danielson's Framework, ARIS Learn/ Engage NY
- 4. N/A
- 5. Danielson's Framework

**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).

Parents  
. N/A

**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	Title IIA	X	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 #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 continue to improve our learning environment through a comprehensive program that will increase academic expectations, communication, engagement, safety and respect for the school community to ensure a three point increase on the Learning Environment Survey.

### **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 (LES) report, we need to continue to improve our school's scores in the areas of academic expectations, communication, engagement, safety and respect. The 2012-2013 School Report Card showed that our overall score on the school environment component was 4.4 out of 15 possible points. The school earned .19 points in Academic Expectations, .33 points in Communication, .00 points in Engagement, .48 points in Safety and Respect, and 3.4 points in Attendance Rate.

### **Instructional Strategies/Activities**

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

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

- Increase rigor and student engagement through
  - Providing higher order thinking tasks and question
  - Extending learning through field trips, use of technology
  - Increasing student attendance and engagement through extracurricular sports programs
- Increase academic expectations by
  - Providing students with specific feedback based on a rubric and facilitating student reflections
  - Participating in the Academic Behavior Pilot Program to help students alter their mindset about learning to positively influence their achievement.
  - Conducting assembly programs includes acknowledgement of the Student of the Month and Honor Roll Students, and student presentations
  - Providing at risk students with support through a Homework Help Program,
- Institute a school climate committee that will work collaboratively with staff. Monthly activities will be planned to increase communication, safety and respect between staff and students.
  - Star Bucks Incentive Program in which students earn rewards for good behavior, attendance, showing responsibility...
  - Administrative staff will conduct informal town hall meetings with upper grade students to build community, address issues, and gather student feedback.
  - Teacher Chat and Chew, Consultation Committee will allow a forum to have open conversation and resolve issues.
- Parent Coordinator will involve parents in a variety of activities around student achievement, parenting skills, and children's emotional, social and developmental issues.

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

- Teachers, Administrative staff
- Teacher, Guidance Counselor, Administrators, Students,
- Teachers, Students
- Parents, Parent Coordinator, Administrative Team, Consultants

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

- Student engagement will be monitored through classroom observations and student work progress ,
  - Field trips are aligned to the curriculum and students participate in pre and post tasks aligned with the standards.
- Monitor student growth
  - Monitor amount of homework completed of students participating in program
  - Celebrate student learning and achievements at Monthly Assembly Programs
  - Monitor student feedback on bulletin board pieces to evaluate the quality of the feedback and student reflection
- Feedback from teachers at Chat and Chew sessions,
  - Feedback from community building activities at faculty conferences and grade meetings acknowledgment of rewards and incentive.

4. Participation of parents at Koffee Klatch meetings and workshops, students at Town Hall meetings, and teachers at UFT Consultations,
  - a. Survey results from parents,
  - b. Monitor the level of absences and incidents.

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

1. September 2013 through June 2014
2. September 2013 through June 2014 on a monthly basis
3. Bimonthly from September 2013 through June 2014
4. September 2013 through June 2014 on a monthly basis

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

1. Sports programs include CHAMPS and BOKS
  - a. Technology Programs include World Book, Discovery, Smart Teq
  - b. Teachers will utilize Google Docs to develop collaborative lesson plans, utilize online resources and websites
2. Students will take an online survey to inform teachers about their mindset about learning.
  - a. After-school Homework Help Program
3. Formal and informal meetings, discussions to address issues and concerns, and projected initiatives for improvements in the school climate.
4. Monthly Koffee Klatches, UFT Consultations, and Chat and Chews
  - a. Morning and evening sessions to inform parents about parenting sessions, open door policy with Parent Coordinator and Administrative Staff.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Plan Saturday Family Trips to foster cultural experiences
    - a. Support parent education and involvement through the Learning Leaders program, ENACT, monthly Koffee Klatch to foster communication with parents, and PTA monthly meetings.
  2. Reach out to educate parents about what is necessary for children to be college and career ready.
    - a. Distribute written progress reports containing student goals and strategies
  3. Formal and informal meetings to address issues and concerns and improvements regarding the school climate
  4. Family after school events to foster camaraderie, enrichment and community involvement.
    - a. Parent education in Nutrition and Health in order to promote healthy environments conducive to higher student achievement.
- Educate/Inform parents of effective strategies that can be used at home to help children perform at a significantly higher level in reading and writing at Parent Teacher Association (P.T.A.) meetings.

**Budget and Resource Alignment**

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

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

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**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.

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**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.

- 1. Strategies/activities that encompass the needs of identified subgroups**  
1.
- 2. Key personnel and other resources used to implement each strategy/activity**  
1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
1.
- 4. Timeline for implementation and completion including start and end dates**  
1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
5.

**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
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**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.

- Strategies/activities that encompass the needs of identified subgroups**  
1.
- Key personnel and other resources used to implement each strategy/activity**  
1.
- Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
1.
- Timeline for implementation and completion including start and end dates**  
1.
- Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
6.

***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.

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

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### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Guided reading program designed to increase reading fluency and comprehension skills with a focus on non-fiction informational books, and activities to increase language development.	Small group or one-to-one	Extended Day
<b>Mathematics</b>	"Do-the-Math" program	Small group or one-to-one	Extended Day Extended Day
<b>Science</b>	Remediation deficiencies tested in the NYS Science exam	Small group or one-to-one	During the day
<b>Social Studies</b>	Remediate deficiencies in Social Studies	Small group or one-to-one	During the day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ul style="list-style-type: none"> <li>• The Guidance Counselor provides at-risk counseling in behavior and coping strategies to overcome emotional obstacles.</li> <li>• The Speech teacher provides at risk speech services</li> <li>• The Social Worker provides crisis and emotional support as needed,</li> <li>• The Nurse provides health related services such as asthma management.</li> </ul>	Small group or one-to-one	During the day

	The School Psychologist addresses the needs of at-risk students as needed		
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

5. All elements of the *All Title I Schools* section must be completed\*.
5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
6. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

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

**Title I Status**

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

**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.
<ul style="list-style-type: none"> <li>• Frequent communication with our Network Human Resources Director when vacancies occur.</li> <li>• The Network Human Resources Director partners with Central for assistance and guidance and for candidate referrals. The Central Office of Talent and Recruitment partners with colleges to locate highly qualified candidates.</li> <li>• We participate in Central Hiring Fairs where pre-screened HQT candidates are interviewed and recruited.</li> <li>• We engage in interviews with HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool.</li> <li>• Collaborate to formulate a school-level hiring committee to screen prospective candidates through a process that includes an interview, reference check, demo lesson and a review of New York State certification/licensing.</li> <li>• It is our expectation to maintain a professional learning community for all of our staff members. We encourage collaboration and teamwork by providing teachers with common planning time to meet with their colleagues.</li> <li>• New teachers are provided with a teacher mentor who helps promote their professional growth and development and enhance their lesson planning, instructional delivery, and content knowledge.</li> </ul>

**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).
<ul style="list-style-type: none"> <li>• We offer a variety of internal and external professional development opportunities for our teachers to enhance their practice, implement the Common Core Instructional Standards, and develop their ability to meet the needs of Students with Disabilities and English Language Learners.</li> <li>• The school maintains a professional library to promote promising and effective practices.</li> <li>• The school provides teachers with curriculum maps, instructional resources and professional learning opportunities designed to ensure high quality instruction.</li> <li>• In the very rare event that a teacher's status is deemed not HQT, the principal will consult with the network Human Resources Director for guidance to ensure that the non-HQT teacher takes necessary actions to meet all requirements and deadlines. This may include some form of counseling including encouraging the teacher to become HQT through the High Objective Uniform State Standard of Evaluation (HOUSSE) system.</li> </ul>

**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 <b><u>the intent and purpose</u></b> programs
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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 Schoolwide 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 schoolwide 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 core subject areas.
- Teacher teams engaging in collaborative inquiry by tracking data trends and looking at student work to improve teaching practices in ELA and Math.
- Textbook and instructional materials purchased for ELA and MATH.
- Afterschool programs in ESL.
- Use of the instructional lead and ELA and Math coaches to lead curriculum implementation.

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 schoolwide 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.).

As a lottery school we will enroll students from all areas in District 29. We will form a PreK-to-K Transition Team including the Principal, Early Childhood AP, School Counselor, IEP Teacher, and the Parent Coordinator, who will work collaboratively to assist preschool children as they transition from early childhood programs to the elementary school program. The team will meet to determine how to evaluate incoming students and place them accordingly. Eligible students will be provided with early intervention services to address academic and social/emotional needs. During the parent orientation, Kindergarten teacher teams will meet with parents to introduce them to the Common Core Learning Standards and provide them with strategies to support their children and ensure a seamless transition from PreK to kindergarten. To ensure seamless transitions, the expectation is that our Kindergarten teachers will engage in planning sessions regarding CCLS for Early Childhood grades. Our school embraces a Parents-As-Partners model through professional development opportunities and parent engagement activities that increase parent involvement, build parent effectiveness, deepen their understanding of CCLS while elevating high expectations for student learning.

#### **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 3 hours of 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.

### **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.

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*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 <b>29</b>	Borough <b>Queens</b>	School Number <b>268</b>
School Name <b>PS/IS 268</b>		

### 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 <b>Lissa Grant Stewart</b>	Assistant Principal <b>Mia Peebles-Davis</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Jasmeen Kim, Sarah Flores</b>	Guidance Counselor <b>Catherine Russi</b>
Teacher/Subject Area <b>Stephan Quionnes</b>	Parent <b>Musammoth Habiba Rahman</b>
Teacher/Subject Area <b>Lynn Enrenberg/Darryl LaCorte</b>	Parent Coordinator <b>Debra Simms</b>
Related Service Provider <b>Glennis Llano</b>	Other <b>Kathryn O'Brien</b>
Network Leader(Only if working with the LAP team) <b>N/A</b>	Other <b>N/A</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>	Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>608</b>	Total number of ELLs	<b>31</b>	ELLs as share of total student population (%)	<b>5.10%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE														0
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	23	ELL Students with Disabilities	4
SIFE		ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	

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	23			8		4				31
Total	23	0	0	8	0	4	0	0	0	31

Number of ELLs who have an alternate placement paraprofessional:

### 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
<b>TOTAL</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ___	Asian: ___	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	15	2	1	0	6		2							26
Chinese														0
Russian														0
Bengali	1	1					2							4
Urdu														0
Arabic														0
Haitian						1								1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	16	3	1	0	6	1	4	0	0	0	0	0	0	31

## 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)	7						1							8

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1				2		1							4
Advanced (A)	8	3	1		4	1	2							19
Total	16	3	1	0	6	1	4	0	0	0	0	0	0	31

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	5		2						7
5	1								1
6	2		1						3
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
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.

Currently our students are assessed using TCRWP (concepts of print and running records.) The assessment data results indicate that our students require additional instructional support around phonemic awareness, letter recognition, and concepts of print. Additionally this data has been utilized by the teachers to include a robust phonics programs that will enhance students' phonemic awareness that incorporates morning message and targeted read alouds through shared reading poems.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data patterns across proficiency levels and all grades indicate that our students are deficient in utilizing academic vocabulary words and phrases in completing grade-appropriate writing tasks that are grammatically correct.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Patterns across NYSESLAT modalities indicate deficiency in academic writing. Therefore, writing instruction will include greater emphasis on writing supports such as linguistic frames.

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?

As of fall of 2013, there were no students that took exams in language other than English.

School leadership and teachers are using the results of the ELL Periodic Assessments to target areas of improvement during enrichment ELL programs.

The school is learning from the periodic assessments that ELLs show consistent progress during the school year.

Native language is used by students in grades 3-8 during state test by using dictionaries and some students get native language support from staff members that speak the same language.

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](#).)

Based on the data, our school is customizing our instruction to focus on academic vocabulary and the use of word walls, to support the use of high frequency words and academic vocabulary in their writing tasks.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Educators in the building use research based ELL strategies such as restate and augment to make sure that a child's second language development is supported.
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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of our programs for ELLs by utilizing unit benchmarks to assess students' progress. Additionally the number of students scoring "proficient" in NYSESLAT indicates that our ELL program is aiding in student developing English language skills that they need in order to succeed.

## 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](#).)  
The initial identification of possible ELL students is conducted by the ESL teacher with the parent. The ESL teacher assists the parent with the completion of the HLIS and conducts an informal interview with the parent and the student in English and their Native Language if necessary. The assistance of a Native Language translator is provided if needed. The ESL teacher administers the LAB-R and determines ELL service eligibility by reviewing the HLIS answers for new students and the results of the LAB-R and Spanish LAB-R for Spanish speaking students. Spanish LAB-R is administered by the Spanish teacher in the building. Students who score 26 or below are eligible for ESL services. The RLAT is used annually to evaluate ELL students who have taken the NYSESLAT. The amount of ELL service is determined by the NYSESLAT score/level. The ESL teacher reviews the RLAT and RNMR reports to identify who is eligible for ELL services. The ESL teacher will work to ensure all four components of the NYSESLAT are given.

Within 10 days of registration a determination is made regarding which students are eligible to receive ELL services. Eligible parents receive an invitation to an orientation workshop to discuss the ELL program. The ESL teacher facilitates the presentation of an information video which describes the ELL programs and the three school based choices. The workshop also includes a Question and Answer segment and support to complete the program selection form. When needed, Native Language translators are available for translation. The Parent Coordinator and or ESL teacher provides a friendly phone call and a written reminder of the scheduled orientation workshop date and time.

The ESL teacher reviews the results of the HLIS, informal interview answers and the LAB-R results to determine ELL services eligibility. If it is determined that the student is eligible for ELL services an entitlement letter will be issued to the parents. The ESL teacher will contact the parents to inform them of their child's eligibility, the issue date of the entitlement letter and the expected return date for the Parent Survey and Program select forms.

The ESL teacher reviews the forms upon their return, notes the parent selection options. If more than 15 parents are interested in a bilingual program a class will be formed. If less than 15 parents are interested in a bilingual program, the ESL teacher informs the parents of the location of the nearest bilingual program and the Freestanding ESL program available at PS/IS 268Q. A Native Language translator is available for translation when needed.

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.  
Eligible parents receive an invitation to an orientation workshop to discuss the ELL program. The ESL teacher facilitates the presentation of an information video which describes the ELL programs and the three school based choices. The workshop also includes a Question and Answer segment and support to complete the program selection form. When needed, Native Language translators are available for translation. The Parent Coordinator and or ESL teacher provides a friendly phone call and a written reminder of the scheduled orientation workshop date and time.

The ESL teacher reviews the Service Selection forms upon their return and notes the parent selection options. If more than 15 parents are interested in a bilingual program across two grade levels, a class will be formed. If less than 15 parents are interested in a bilingual or a dual language program, the ESL teacher will contact ELL program transfers department to locate a placement for the students.

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](#)].)  
Entitlement letters are distributed to eligible students in their home language. The returned Parent Survey and Program Selection forms are securely stored in the school's record room.
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.  
Eligible parents receive an invitation to an orientation workshop to discuss the ELL program. The ESL teacher facilitates the

presentation of an information video which describes the ELL programs and the three school based choices. The workshop also includes a Question and Answer segment and support to complete the program selection form. When needed, Native Language translators are available for translation. The Parent Coordinator and or ESL teacher provides a friendly phone call and a written reminder of the scheduled orientation workshop date and time.

The ESL teacher reviews the forms upon their return, notes the parent selection options. If more than 15 parents are interested in a bilingual program a class will be formed. If less than 15 parents are interested in a bilingual program, the ESL teacher informs the parents of the location of the nearest bilingual program and the Freestanding ESL program available at PS/IS 268Q. A Native Language translator is available for translation when needed.

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.

ESL teacher generates a list of students eligible to take the NYSESLAT from ATS report. Then, the ESL teacher will group students by grade, and class type. General education and special education students are grouped by the grade level to take the test. Speaking part of the NYSESLAT is administered individually and the rest of the modalities, listening, reading, and writing are given on separate days for two groups in a given grade, general education group and special education group. .

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.  The trend in program choices that parents have requested has indicated that the parents' initial choice is a ESL-freestanding program which is aligned with our schools program model. In the school year 2011-2012, In the school year 2012-2013, 5 out of 5 parents chose ESL-freestanding program as their first choice. In the current school year, 2013-2014, 17 parents out of 17 have chosen ESL-freestanding program as their first choice.

## 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])?

Our school utilizes various models to accommodate students in grades K-8. All ESL students in a given grade are placed in one class and they either get push-in or pull-out depending on their grade level and number of students in each class. Where there's more than 4 ESL students in a given class, the ESL teacher pushes in to support them in their content areas. When ESL students in a given class is fewer than 3 students, the ESL teacher pulls out the students in heterogenous grouping.

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)?

Beginner and intermediate students in grades K-5 get 360 minutes of ELA instruction with ESL strategies per week. Advanced students in grades K-5 get 180 minutes of ELA instruction with ESL strategies per week. Beginner and intermediate students in grades 6-8 receive 360 minutes of ELA and/or content area instruction with native language support and ESL strategies per week while advanced students get 180 minutes of ELA and/or content area instruction with native language support and ESL strategies per week.

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.

Content Area instruction is delivered in the English language using the combination of Balanced Literacy approach and 3T (Text, Talk, Task) model. Small group instruction via strategy lessons are also provided to the ELL students. The students are engaged in ability level reading materials and are provided with one on one explicit instruction to target areas in need of improvement based on grade appropriate Common Core Standards. Students enrolled in the ELL program receive small group strategy lesson which include visual supports and or Listening Center activities. The visual support (pictures) or Listening Center activities include building academic vocabulary, strengthening comprehension skill and improving writing techniques. Students who have been receiving ELL services for 4 to 6 years, are provided with multi-layer lessons that build upon identified strengths. Students who have been identified as having Special Education needs receive individualized assignments with concrete manipulatives to support the understanding of the skill.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Currently we have no ELL students taking translated versions of standardized exams.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Using TCWRP assessments and informal teacher common assessments, students are evaluated on reading with fluency, listening and retelling stories heard through a read aloud, discussing key ideas or details with partners and writing in response to various focus prompts.
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).

a. Instructional Plan for SIFE students: SIFE students will be given extra instructional periods by Academic Intervention Service providers. Additionally, RTI will be used as appropriate along with guided support for students and the parents so that they can become acclimated into the formation education system.

b. Newcomer ELL students: Newcomer ELL students will be provided foundations and wilson reading programs to accelerate the learning of English and reading strategies.

c. ELL students receiving 4 to 6 years of service will be getting intense targeted vocabulary instruction where they will be learning tier 2 academic words and how to use them in academic writing.

d. Long term ELLs will be instructed using 3 T model (Text, Talk, Text) where they will be focused on reading compelling, concise, content based texts and learn to read, speak, and write academically.

e. former ELLs will be invited to participate in the ESL enrichment programs so that they can continue to get the extra language support they need to meet the CCLS.

Instructions are differentiated according to students proficiency level. In order to scaffold and challenge students with right amount of rigor, independent work tasks are differentiated with differing levels of scaffolds from the teacher. In order to support former ELLs, classroom teachers are provided with professional development that will help students to continue to develop their second language development.

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?

The school has various interactive content area center materials that are incorporated during independent work time to provide access to academic content areas and to accelerate English language development in addition to utilizing 3T (Text, Talk, Task) model to help students to improve on the four modalities of acquiring English language.

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?

Modifications are made to the curriculum to provide multiple entry points for our diverse ELL-SWDs to achieve their IEP goals and to attain English proficiency within the least restrictive environment. Where applicable, students are "mainstreamed" to provide the least restrictive environment.

**Courses Taught in Languages Other than English ⓘ**

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

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

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

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

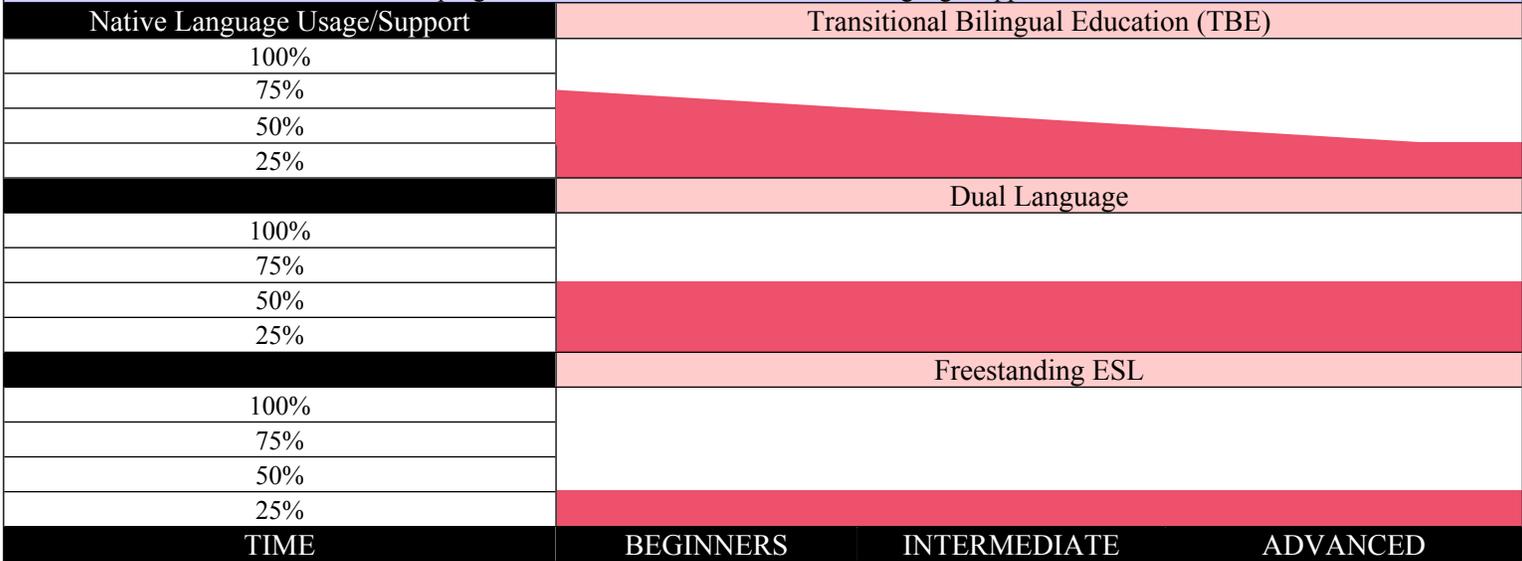
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

Our targeted intervention program for ELL's in ELA, Math, Social Studies and Science are delivered through small group guided classroom instruction taught by English speaking elementary teachers. An afterschool program will be also offered from December 2013 to May 2014 school year. Our transitional support for ELL's reaching proficiency on the NYSESLAT is to gradually release the students dependence from the ESL teacher to the classroom teacher and the classroom routines they may have missed during the pull out sessions. The teachers will "tuck" supportive techniques & strategies into the ELL's student conferences. We would like to focus on improving the transitional support based on the teacher's and students' feedback. The pull out model for grades K-3 has been discontinued based on research and in-house observations that the push in model would provide stronger language acquisition. ELL students are afforded equal access to all school programs and are encouraged to participate to increase their language acquisition. All ELL students are offered an afterschool program that incorporates ELA, Math, Technology, Science and Social Studies. Each classroom contains interactive learning centers in all subject areas and Listening Centers in grades K-1. Classroom in grades K-3 have desktop computers and in grades 4-8 each student has an individual laptop. The students also participate in interactive SmartBoard lessons. Lower elementary school teachers incorporate ELL student's native languages in Shared Reading and Circle Time activities. All required service support and resources correspond to ELL's ages and grade levels. Early enrollment students receive a welcome packet which describes our instructional approaches, extracurricular activities. Spanish is offered as an elective language for students in grades 6-8.

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

Our program was effective and all of our students made progress.

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

We are going to partner with Maryanne Cucchiara to provide our students and teachers with various ELL strategies utilizing the 3T model to help students speak and write in more academic language.

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

All ELL related programs/services will be continued.

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

All students including ELLs are afforded equal access to all school programs. After school and supplemental services are offered to all students including ELLs and students self select which programs they would like to be part of. The school currently offers ESL enrichment programs for ELLs only in the afterschool. The school offers girls group in the afterschool hours for them to engage in various activities to help them develop into strong women.

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

Instructional materials such as interactive center activities, interactive computer programs, smartboards, Elmo's are utilized to support ELLs.

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

In ESL, teacher utilizes the students' native language to help support the student understand the content better by translating and using dictionary. Additionally, paraprofessionals offer additional help in helping children understand the content in their native language.

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

All required services support and resources are grade appropriate with each students developments taken into consideration.

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.

Parent orientation sessions are provided to the parents of ELLs.

18. What language electives are offered to ELLs?

Spanish

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)?

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

### C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
  1. All ESL licensed teachers will be involved in PD sessions that are offered city-wide and district wide on how to promote excellence for ESL students including PDs on administering the new NYSITELL.
  2. Classroom teachers with ELL population will be receiving 3 full day (18hrs) ELL training from Maryanne Cucchiara on explicit strategies to support ELLs and Special Education students on various strategies utilized in ESL field to meet the common core learning standards.
  3. Being a K-8 school, our staff is well aware of middle school programs and expectations and our students are also involved in enrichment programs where they have middle school monitors aid them to complete various tasks. Working closely with middle school educators, our elementary school students are able to experience the life of middle school even before they are in middle school. The staff members are given opportunities to meet and plan various activities with middle school teachers that can aid students transition when they are ready for middle school.
  4. 7.5 hours of ELL training involves the process of identifying ELL students and variou strategies to aid ELL students in acquiring the newe lanaguage and how to keep in contact with ELL parents about their child's progress.

## 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?

3We have several active parents, including our ESL parents, involved in many of the community building functions at our school. Translators are hired for the ELL Orientation Meeting, Parent Teacher Conferences, Parent Association meetings and school-wide parents/community events. Surveys, which can be translated into their Native Language, are sent home to gather parental feedback regarding our communication systems and improvement suggestions. Informal conversations are held during morning arrival and dismissal times with our ELL parents. Their feedback/suggestions are discussed during administrative meetings and when applicable implemented. The Parent Coordinator is in contact with many neighborhood churches and organizations. Our multicultural activities and events assists our parents with becoming familiar with our school community and therefore more comfortable with being an active member of the school community.

## 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.

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 29Q268 School Name: PS/IS 268

Cluster: 2.5 Network: CFN 2.5

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

### **Part A: Needs Assessment Findings**

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

PS/IS 268 will provide written translation of a variety of documents including PTA meeting notices, open school invitations, special events activities and announcements, report cards and Internet postings. These documents will be translated into Spanish, Bengali, and Haitian Creole. Oral translations are provided at Parent Teacher Conferences. There are signs posted in the school lobby stating that there are interpretation services within the building.

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.

Since we have translated materials going to the ELL parents, we have seen an increase in the parent participation. We have interpreters for meetings and over the phone interpretations for conferences.

## Part B: Strategies and Activities

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

The written translations of documents are being provided by parent volunteers, on an as needed basis, for all documents that require dissemination to the school community.

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 interpretations are provided by parent volunteers and Legal Interpretation Services, which also assist during Parent Teacher Conferences.

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>.

In accordance with Chancellor's Regulation A-663 the parents at PS/IS 268Q receive messages, letters, and flyers in their native language. We have interpreters on hand for the Parent Teacher Conferences and also at the PTA meetings. We also have interpretation services use over the Parent Coordinators Department of Education Telephone. Workshops are given and resources are recommended to all families who are in need of language assistance.

## 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: PS/IS 268Q	DBN: 29268Q
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 32
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 2

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS/IS 268 provides our LEP students with a freestanding ESL Program which servicing students in grade Kindergarten – 8. ESL students are offered the opportunity to participate in small group instruction during the 75 minute program by the ESL teacher and through after-school programs. We provide an after -school Title III ELL Program offered for one hour sessions, two days per week, (Tuesdays and Wednesdays), to provide enrichment. This program is offered to students in grades K-5 from December through March. A total of thirty-two students will participate in the after-school program. The students are divided into a Beginner & Intermediate group and an Advanced group. Each group consists of two certified “English as a Second Language” teachers and two Common Branches English speaking teachers providing instruction through a co-teaching model. During each class session, Beginning and Intermediate students will be engaged in activities to promote standard English conversations (Listening and Speaking). Advanced students will be engaged in reading and writing activities. Vocabulary development will be included in each instructional activity for both groups. The students will learn new vocabulary by listening, seeing, and playing with the words in real life experiences. Listening and speaking skills will be addressed by watching video clips to learn useful phrases in diverse settings, producing and recording conversational phrases, and listening to and responding to stories, and developing comprehension. Beginner students will develop literacy skills by learning alphabet letter names, shapes and sounds and learning English phonemes.

The ESL and Common Branches teachers will develop language acquisition skills through a hands-on, interactive approach with both groups. The common branches teacher will co-teach with the ESL teachers to provide a whole class strategy followed by small group instructional support through ESL strategies. Students will work co-operatively with their peers to develop language by participating in class discussions, playing language based games, and role playing using strategies provided by the ESL teacher. They will also work on vocabulary development to increase reading comprehension and writing skills and other activities that will help them meet the standards. Students use instructional materials such as flash cards, picture cards, and game boards.

Instruction will be differentiated for the different ELL subgroups, as recommended in their IEPs, and using instructional suggested activities provided by a Special Education teacher. Additionally, students are provided with all of their necessary accommodations. Students who have reached proficiency levels on the NYSESLAT are cycled out of the program. They are all provided with academic intervention services and test accommodations for two years after completion to help them transition out of the Freestanding ESL Program. Collaboration between the classroom teachers and the ESL teachers is continued to help support students. The long term ELL students are given extra academic support. The Pupil Personnel Team and LAP team monitors their academic progress and evaluates them to determine if there are other factors that are preventing them from meeting the proficient level. Students in each

### Part B: Direct Instruction Supplemental Program Information

subgroup meet the mandated number of instructional minutes; the Beginning and Intermediate level students receive 360 minutes per week of ESL services while the Advanced students receive 180 minutes per week.

Explicit ESL instruction is delivered by the ESL teacher by teaching varied listening, speaking, reading, and writing strategies and skills with the use of thematic units relevant to their classroom work in the content areas. Some of the materials used are trade books, listening tapes, multicultural resources, and authentic informational reading materials. Some of the materials we are using are On Our Way to English and Story Books Collection by Rigby, Visions by Thompson, Avenues by Hampton-Brown, Keep on Reading by People's Publishing Group, the Oxford University Press books for the middle school, the books of the month, and other materials suggested by the regional office through the Language Learning Support Center.

Targeted intervention is provided for students in reading, math and content areas. Student assessments are analyzed and skill deficiencies are addressed by both the ESL teacher and the classroom teachers.

ELL students are provided with support as they transition from elementary to middle school and from middle school to high school. The guidance counselor provides assistance in helping students acquire the skills necessary to advance to the next level. Also, students in grade 7 and 8 are matched to an appropriate high school. We provide an transition program for our students in grade 8. The program helps the students develop their emotional and social skills, problem-solving and resolving conflicts and core skills such as goal setting and managing personal resources.

### 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: All personnel working with ELL students are provided with professional development. The ESL teacher participates in staff development sessions along with the classroom teachers; these are provided by Child First Network staff. The ESL teacher participates in lab-site lessons and meetings to develop reading and writing skills. The target grades are Kindergarten through third grade, which reflects the majority of our students.

Additionally, the ESL teacher and the ELL team is provided with two half days and one full day ESL training sessions by Maryann Cucchiara, which will be turnkeyed to our staff members. This training is geared specifically for addressing the needs of ESL students in Reading and Writing and is aligned with instruction provided in the Title III Program. The ESL teacher will participate in professional development offerings provided by the Integrated Curriculum and Instruction Learning Support

### Part C: Professional Development

Organization as well as support from the ESL Instructional Specialist.

Teachers are provided with ARIS and Acuity training in order to use the data from interim assessments to drive instruction. General education teachers are provided with 7.5 hours of training and special education teachers are provided with 10 hours of training in teaching ELL's. Trainings take place during grade meetings, afterschool sessions and on staff development days designated by the Department of Education.

### 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: We will offer two parent support sessions, the first one will be held on November 28, 2012. That session will focus on discussing the ways we will be supporting their child's education towards the CCLS. Following the session the Parent Coordinator and the ESL Teachers will conduct a Question and Answer segment about Best Practices for Home Support. The topics which will be discussed are "Ways to Increase Your Child's Vocabulary" and "Math Fluency". The topics will be included in the afterschool program invitation letter. The workshops will focus on familiarizing the parents with the ESL afterschool program and providing helpful suggestions to try at home. The parents will also be invited to meet with the teacher to discuss the ESL Progress Report on March 20 from 2:45 to 3:30 pm. This narrative Progress report will be distributed on the last day of the program, March 20, 2013.

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	1175.44	The program has two ESL teachers and one common branch teacher providing instructional support for 28 sessions.
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	0	
Supplies and materials	0	

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	0	
Travel	0	
Other	0	
<b>TOTAL</b>		