Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: PS 68

DBN (*i.e. 01M001*): 11X068

Principal: CATHY HELFRICH

Principal Email: CHELFRI@SCHOOLS.NYC.GOV

Superintendent: ELIZABETH WHITE

Network Leader: ELMER MYERS

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
Cathy Helfrich	*Principal or Designee	
Richard Salisbury	*UFT Chapter Leader or Designee	
Leemoy Abraham	*PA/PTA President or Designated Co-President	
Eugenia Graham	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Akeem Thompson	Member/ Parent	
Antoinise Saintil	Member/ Parent	
Deborah Addison	Member/ UFT	
Diana Ponzini	Member/ UFT	
Christine Brown	Member/ Parent	
Tia Hampton	Member/ Parent	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	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	
X	**School Leadership Team Signature Page**
X	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	**Academic Intervention Services (AIS)**
X	**Title I Plan (Only for schools receiving Title I funding)**
X	**Parent Involvement Policy (PIP)**

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014 55% of teachers will be rated effective in component 3b, using questioning and discussion techniques as measured by the Danielson 2013 rubric.

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.
Adhering to CIE and to the new teacher evaluation system Advance, there is a constant need to use question and discussion as techniques to deepen student understanding, formulate hypothesis, make connections and challenge previous held views. Current analysis of Advance data reports indicate that in 45 completed reports, 88% of teachers earned a rating of developing or ineffective on component 3b, using questions and discussion techniques. Our 2-12-2013 Quality review stated that an area for improvement was "strengthen practices so that teachers consistently develop effective strategies and questions, which engage students in higher order thinking and promote high levels of student discussions".

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. Strategy – Adaption of Costa's Three Levels of Questions 1.2, 4.1 2. Activity – Differentiated professional development focusing on component 3b. 3. Activity – During Danielson feedback sessions there is collaborative reflection on observable evidence (questions) and alignment to Costa's Three Levels of Questions.
B. Key personnel and other resources used to implement each strategy/activity
1. Administration, Literacy Coaches, Math Coaches, and Teachers; Resources – www.teachingchannel.com & ARIS Learns 2. Administration, Literacy Coaches, Math Coaches, and Teachers; Resources – www.teachingchannel.com & ARIS Learns 3. Administration and Teachers; Resources – Danielson Rubric & Costa's Three Levels of Questions
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. On-going review of lesson plans with a focus of scaffold questions. 2. Schoolwide data team analyzes feedback sheets from professional development to determine next steps focusing on component 3b. 3. Monthly Advance tracking to evaluate growth and next steps on component 3b.
D. Timeline for implementation and completion including start and end dates
1. Costa's Three Levels of Questions will be implemented schoolwide from October 2013 through June 2014. 2. Calendar change to incorporate 4 half days of professional development to support differentiated professional development on component 3b. 3. All teachers will be observed at least 4-6 times formally or informally based on their chosen option in Advance, and engage in mid-year and end of year self-reflections and assessments.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Introduced at Faculty Conference, visual enlarged and posted around school, and visuals posted in classrooms. 2. Monthly grade level meetings and on-going professional development (half day, calendar change). 3. Written and/or verbal feedback following Danielson visits and ARIS Learns.

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).
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**	**x**	**Title IA**	**x**	**Title IIA**		**Title III**	**x**	**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
N/A											

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, based on school wide information/opinion writing rubrics (as defined in the CIE) 70% of students will show a gain of 5 points from the baseline MOSLscore as evidenced by Spring MOSL data

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.
An analysis of the baseline MOSL data indicated that 90 % of the students in grades K – 5 scored less than 50% on the MOSL task. This finding is also reflected in the 2013 NYS ELA data.

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. Strategy –Track student data and identify trends within subgroups (ELL's & SWD's). 1.1, 2.2 2. Activity – To support the needs of ELL's and SWD's through professional development on scaffolded instruction 1.2, 3.4 3. Activity – Use backward design to prioritize high leverage teaching points in writing. 4. Activity – Adapt the MOSL rubric to reflect the three genres of writing (informative, narrative, and opinion
B. Key personnel and other resources used to implement each strategy/activity
1. Schoolwide Data Inquiry Team and Teacher Teams 2. Literacy Instructional Leads and Administration 3. Literacy Vertical Team, Teacher Teams, and Administration 4. Literacy Coaches and Administration
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Comparison of Literacy Performance Task data and PBA's against the MOSL Baseline data. 2. Lesson plans are checked for scaffolds. 3. Monthly review of PBA to identify high leverage teaching points in writing. 4. Vertical Literacy Team meets monthly to create and revise rubrics.
D. Timeline for implementation and completion including start and end dates
1. Tracking student data October 2013 to June 2014 2. Following the schoolwide observation calendar, scaffolded instruction addressed in feedback session. 3. Backward design will be done two week prior to the initiation of the module. 4. Adaption of MOSL rubrics October 2013 to May 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Per session for Schoolwide Data Team, Weekly Teacher Team meeting, and Common Planning Time 2. Weekly Teacher Team and Vertical Literacy Team 3. Common Planning Time and Network Support for Instructional Leads 4. Per session

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).
Parent workshops to target writing strategies

Budget and Resource Alignment

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, there will be an increase in the score range in the ELA median adjusted growth percentile so as to fall within 5 points of the mid-range as compared to peer schools on the 2013 – 2014 progress report.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
According to the 2012-2013 Progress report, the median adjusted growth percentile as compared to both our peer schools and city schools was well below the midpoint of the calculated ranges.

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. Strategy – Staff will shift teaching practice based on a constant cycle of observation and feedback by Administration. 4.1 2. Activity – Teacher teams (grade, vertical and curriculum) will assess student work to identify trends and next steps 3.3, 4.2, 1.2, 1.3 3. Activity – Provide students with actionable feedback and coaching to push students' understanding 1.2, 5.1 4. Activity - After school enrichment for "pushable" and "slippable" students in grades 3, 4, and 5
B. Key personnel and other resources used to implement each strategy/activity
1. Administration team to provide feedback to staff to support movement on the continuum of teacher effectiveness 2. Internal Instructional Leads, Literacy Coaches, and Administration 3. Teachers 4. Administration, Teachers, and Instructional Leads
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Monthly analysis of teacher reports on Advance. 2. Three times a year according to an established protocol 3. On-going 4. Pre and Post Assessments
D. Timeline for implementation and completion including start and end dates
1. September 2013 – June 2014 2. September 2013 – June 2014 3. On-going 4. January 2014 – April 2014 for after school program
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Observational Calendar 2. Per session for Vertical Literacy and Schoolwide Data Team 3. Common Planning Time and weekly Teacher Team meetings. 4. Per Session

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

Goal and Action Plan #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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	Fountas and Pinnell Level Literacy Intervention Kit Fundations Phonics – grades K-2 Guided reading groups Grades 1 and 2 phonics and decodable text instruction Grades 3-5 Ready NY	Small group instruction Whole class and small group instruction Small group instruction Reduced small class instruction > 12 students Reduced small class instruction >12 students	During the school day During the school day During the school day After school and Saturday After school
Mathematics	Performance based tasks and common core bundles Grades 3-5 Motivational math	Whole class and small group instruction Reduced class size instruction> 12 students	Extended day After school
Science	Embedded within literacy Hands on science lab	Whole class and small group instruction	During the day
Social Studies	Repeated reading Guided reading groups	Small group instruction	During the day
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Peer mediation Role Playing Respect for all/bullying prevention; NED Respect for all/bullying prevention	Small group Small group Grade level assemblies Whole class presentations	During the school day During the school day During the school day During the school day

Title I Information Page (TIP)

For Schools Receiving Title I Funding

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

- Attend hiring halls
- Establish a school wide hiring committee to screen and interview candidates in New Teacher Finder and the Open Market
- Facilitate teacher access to leadership and professional development growth opportunities by awareness of teacher's goals; grade leaders, members of school wide teams, leading workshops, attending off site professional development
- Recognize teacher accomplishments as soon as possible
- Customize recognition strategies to individual teachers' interest and preferences
- Establish a teacher wish list and reward teachers by obtaining extra resources for the classrooms
- Create a school wide culture that combines collegiality, support, and high expectations
- Carefully match mentors to new staff and create buddy teacher for staff with less than three years of experience
- Professional development at the school level will be a combination of school wide PD and opportunities for staff to select their own PD

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).

- Opportunities to attend citywide and network training on new curriculum, AIS support, educational assistants, and Danielson
- Ongoing curriculum support in Go Math and Ready Gen for literacy and math leads
- Bimonthly Network support for Assistant principals
- Regularly scheduled Network Principal meetings
- Collaboration with NYU and Hunter College for ongoing professional development and pre-service training for staff assigned to the ASD Nest program
- Regularly scheduled trainings for BRT members, speech teachers and counselors
- Onsite ASD Nest support from NYU in areas of behavior, social intervention, and curriculum
- Review the list of teacher development opportunities provided by the DOA
- ARIS support on the components of the Danielson framework
- Lunch and Learns
- Calendar change to provide for additional half days of school for professional development
- Establishment of school wide professional development calendar for all staff

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

- Utilization of the New York City translation unit to support parents/guardians during workshops and parent meetings
- Schools wide staff assigned to support in-school translation with parent outreach including phone calls meeting and written communication
- Universal Pre-K
- Before school breakfast program
- At risk counseling and SAPIS support for students in temporary housing

- Consultation support with autistic students and music programs

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.).
• Conduct an annual open house for psychologists, social workers, IEP teams, and Directors of Preschool to share information on the ASD Nest program • Invite students in preschool class housed in the building to spend a day in a kindergarten class • Kindergarten class follows a common core curriculum and implements common core bundles • SIT meets regularly to provide for effective transition services as a result of the “turning 5” process

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.
• School wide vertical teams in both literacy and mathematics • Creation of a MOSL team to make recommendations to the principal on local measures of student learning • Grade leaders survey colleagues on school wide decisions on curriculum • Teachers give feedback to math and literacy coaches after implementation of a common core bundle and at the completion of a unit of study • Weekly cabinet meetings • Staff attending School Leadership Team meetings as a voting member and as non-voting observers • Grade meetings with coaches and administration to support interpretation of assessment data • Teacher teams developing rubrics and data analysis sheets to interpret assessment results

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).

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- conduct extended parent teacher conferences for all students who received a Level 1 or Level 2 in the 2013 New York State assessments in ELA and Math
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- Distribution of a Parent Handbook

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, Learning Leaders, 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;
- establishing a partnership with Parent Academy, a collaboration between Long Island University and the Department of Education

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
- come to school prepared to learn;
- 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 11	Borough Bronx	School Number 68
School Name Edward A. Fogel School		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Cathy Helfrich	Assistant Principal Janet Peterson, Lauren Kish
Coach Barbara Tully (Math)	Coach Maryanne Diliberti (Literacy)
ESL Teacher Jalila Washington	Guidance Counselor Shirley Suares
Teacher/Subject Area Lorraine Castro	Parent Lamoy Abramson
Teacher/Subject Area type here	Parent Coordinator Nicole Robinson
Related Service Provider Angelica Schanzer	Other type here
Network Leader(Only if working with the LAP team) Elmer Myers	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	793	Total number of ELLs	10	ELLs as share of total student population (%)	1.26%

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☐ No☒	If yes, indicate language(s):
Dual language program	Yes☐ No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	2	2	2	2	0	0								8
Pull-out	0	0	0	0	2	2								4
Total	2	2	2	2	2	2	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	**Newcomers (ELLs receiving service 0-3 years)**	7	**ELL Students with Disabilities**	1
SIFE	0	**ELLs receiving service 4-6 years**	3	**Long-Term (completed 6+ years)**	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. ⓘ

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	7	0	0	3	0	1	0	0	0	10
Total	**7**	**0**	**0**	**3**	**0**	**1**	**0**	**0**	**0**	10
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
SELECT ONE														**0**
SELECT ONE														**0**
SELECT ONE														**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

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

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)	0	1	0	0	1	0								2

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)	0	1	0	0	1	0								2
Advanced (A)	1	1	1	1	1	1								6
Total	1	3	1	1	3	1	0	0	0	0	0	0	0	10

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	0
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 we are using the Teachers College Mosl from K-5 to assess early language and literacy skills. We also administer a teacher created baseline in writing in K-5 to assess skills in narrative, informational, and opinion writing. The literacy and writing assessments are now being implemented therefore data is currently being collected. Upon completion, the data will be analyzed and used to drive instruction for Ells. Students will receive appropriate tier of instruction as needed.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   The Lab-R consistently shows that students born in the US vs. foreign-born students achieve the advanced level of language development more often. The data for the NYSESLAT modality report (RNMR) is not available in ATS at this time.
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)
   The data for the NYSESLAT modality report (RNMR) and AMAO calculation is not available in ATS at this time.
4. For each program, answer the following:
   a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
   b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
   c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

   a. Currently none of our students are taking tests exclusive in a language other than English. During the math and science state exams students use the Spanish and English test booklets simultaneously. On state exams and classroom exams students are given native language support tools - bilingual dictionary, etc.

   b. N/A

   c. N/A
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*.)
   Initial assessments and periodic assessments are analyzed on a regular basis to provide appropriate instruction within the RTI program. Students tier level will remain the same or change according to the data. RTI support is given in the classroom for tier 2 with tier 3 instruction being either push in or pull out.
6. How do you make sure that a child's second language development is considered in instructional decisions?
   To provide native language support within our program, students have access to some bilingual materials in literacy and math as well as the content areas. Students are also encouraged to bring in material that reflects their native culture (books, pictures, etc.) to share and discuss with their class. Our literacy and math curriculum has a built in scaffolding component for ELLs.
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?

   N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
   We do not currently have enough Ells to be calculated as part of the AYP.

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.)
   During the registration process, parents of new entrants to the NYC Public School system are required to complete a Home Language Identification Survey (HLIS). The process includes an informal interview by a designated trained licensed pedagogue. If a parent speaks a language other than English we use our pedagogical staff to assist with the interview. In the event of a low incidence language we contact the translation and interpretation unit (TIU) within the department of education. They provide translation and interpretation for many languages including low-incidence languages. The administration of the HLIS is conducted by a certified ESL teacher (J. Washington) or one of two other certified teachers who are bilingual (T. Harris, J. Wolfe) and have been trained on the ELL identification process. After a review of the HLIS and the oral interview, if a child speaks a language other than English the child is administered the Lab-R within the first ten days of school. The Lab-R is hand scored by the ESL teacher (this allows students to be serviced immediately) and the answer documents are sent to the ISC. If the LAB-R indicates that the student is limited English proficient (LEP) and his/her native language is Spanish that student is administered the Spanish Lab. If the student scores below a proficient level on the LAB-R they are considered an ELL.
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.
   Once a child is deemed an ELL, the parents are invited to attend a parent orientation. The orientations are held within ten days of the child's enrollment in school. The orientations are conducted by the ESL teacher, a pedagogue and the parent coordinator. If needed the TIU is contacted and in attendance via phone to assist. If parents are unable to make the orientation, more will be scheduled up to a total of three. If parents fail to attend an orientation meeting after the third attempt the default language program will automatically be the transitional bilingual. During the orientation, parents watch an informative video (in their native language) which is an overview of the three major language programs offered in the NYC public schools: Transitional Bilingual Education (TBE), English as a Second Language (ESL) and Dual Language (DL).
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 parents within the first week of school. Letters are sent home via child and/or certified mail to parents one week before orientation and parents receive a reminder phone call 1-2 days before the orientation date. The ESL teacher documents the date invitations were sent home and follows up with a phone call if necessary. Letters indicate the current status of the child's placement. Based on the NYSESLAT the following letters are sent home: Continued Entitlement - child tested at a beginner, intermediate or advanced level and is entitled to ELL services, Proficient - child tested proficient and is no longer entitled to ELL services. Letters distributed to parents based on LAB-R: Non-Entitlement -child tested at proficient on the LAB-R and is not considered and ELL, Entitlement - child tested below proficiency and is entitled to ELL services. Parent Survey and Program Selection forms are distributed and collected to during orientation. They are secured and stored in the ESL room green storage cabinet labeled ELL cabinet.
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.
   Once a child is deemed an ELL, the parents are invited to attend a parent orientation. The orientations are held within ten days of the child's enrollment in school. The orientations are conducted by the ESL teacher, a pedagogue and the parent coordinator. If needed the TIU is contacted and in attendance via phone to assist. If parents are unable to make the orientation, more will be scheduled up to a total of three. If parents fail to attend an orientation meeting after the third attempt the default language program will automatically be the transitional bilingual. During the orientation, parents watch an informative video (in their native language) which is an overview of the three major language programs offered in the NYC public schools: Transitional Bilingual Education (TBE), English as a Second Language (ESL) and Dual Language (DL). After the video, parents participate in a question and answer session in which the following are discussed: ELL parent brochure, the ELL Programs and the parent survey and program selection form as well any concerns the parents have. Next, parents complete the program selection form and survey. Parents choose, in order of preference, between ESL, TBE, or DL. If a parent's first choice is not offered at PS 68 they are given a choice to have their child attend another school that offers their first program choice. The ESL teacher and the pupil personnel secretary provide the parents with a list of schools that offer their first language program choice. If there is no space available, parents are then placed in contact with the office of enrollment to see what can be done to honor their first choice.

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.
   Each spring, all ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT). The NYSESLAT exam measures student proficiency in reading, writing, speaking and listening in English. The speaking portion is individually administered and the reading, writing, and listening sections are administered in groups by grade band. The speaking and writing sections are scored by a pedagogue who does not directly provide ESL or ELA services to the students. If a student scores proficient on the NYSESLAT they are no longer considered and ELL but they are entitled to testing accommodations for two additional years. Receiving a level of proficient on the NYSESLAT is the only way for a student to test out of any LEP program.
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 choice is predominately ESL. Over the last two years at least 90% of parents have chosen to place their child in ESL. We ensure that parent choice is honored and that parents are fully informed of their rights in selecting a language program for their child. The program model of ESL is currently in alignment with parent requests, with the majority desiring the program model we now offer. A few parents who choose a program other than ESL have shown a trend of rejecting the transfer option do to the distance of the providing school and lack of free busing and therefore request that their child remain in our school and receive ESL services.

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])?

    a/b. Our language program organizational model is push-in and pull-out model with direct instruction in English. The push-in model is used most often with the pull-out method being utilized to accommodate scheduling conflicts (i.e. lunch and preps). Our language program models are heterogeneous (mixed proficiency, same grade) or (same proficiency, mixed grades).
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)?

    The ESL teacher schedules her lunch and preps around the students' lunch periods so that she is able to push-in for two period blocks as often as possible. All beginning and intermediate ELLs receive 360 minutes of ESL instruction (8 periods), and 2 periods of native language arts per week. All advanced ELLs receive 180 minutes of ESL instruction (4 periods), and 1 period of native language arts per week. In addition, all students receive a minimum of 180 minutes (4 periods) of ELA instruction per week provided by the classroom and/or AIS teachers. Proficient ELLs (recently passed the NYSESLAT) meet with ESL teacher for at least 1 period (45 minutes) once a week.
3. 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.

    Academic content is delivered in English with some native language supplements via whole group, small group or one on one using some of the following strategies to make the content more accessible to ELLs: graphic organizers, vocabulary building, use of visual aids, use of manipulatives and targeted instruction in areas of weakness based on data. In addition, all teachers are encouraged to use multiple modalities to deliver content via the Common Core Learning Standards in reading, math and the content areas.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

    ELLs who have a native language of Spanish are given the Spanish LAB to determine their proficiency level in Spanish. With students who speak a low incidence language we will use the TIU to create a baseline literacy and math assessment to determine the level of proficiency in the student's native language. The results will help us determine the academic level of the student in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

    Students are evaluated in all four modalities of English at least four times a year. They are given informal assessments in the modalities to guide instruction. In the spring students are formally assessed using the NYSESLAT to evaluate their language acquisition throughout the year. In math students are given mid and end of chapter assessments as well as end of unit performance assessments. In literacy students are assessed after each 3-5 week module and given a PARC assessment after each 6-9 week unit. There are Measures Of Student Learning (MOSL) assessments twice a year in math and ELA.
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).

All ELLs have equal access to all academic programs before, during and after school as well as Saturday programs. Also, the strategies we use for newcomers and SIFE can apply to both subgroups. a) SIFE students will receive academic intervention services (AIS) and/or RTI to develop their oral language and literacy skills and in other areas in which they have deficiencies (math). The guidance counselors assist the SIFE students in transitioning into the school community and classroom setting as well as understanding the role of "student" (wearing uniforms, homework, etc.). b) Newcomers are given direct instruction in a small group of their peers during the school day and extended day program. The ESL teacher provides the classroom teachers with training (sheltered instruction) and ESL resources such as picture dictionaries, and guided reading specifically designed for ELLs. We also try to assign a 'buddy' to our newcomers within the first week -a responsible classmate who usually speaks the same native language. In addition, newcomers attend our extended day

program (taught by a certified ESL teacher) where they receive scaffolded instruction in math and literacy (and preparation for upcoming exams for those students in a testing grade) c) For our 4-6 year ELLs, the results of the NYSESLAT are analyzed to determine area of weakness, instruction is planned accordingly and additional support is provided. A parent meeting will be held to discuss the results of the NYSESLAT and ways parents can use this annual exam and other tools and techniques at home to help their child become English proficient. An analysis of this year's data shows a weakness in the area of writing. These students will receive targeted writing instruction along with AIS in ELA. In addition, they will attend after school programs to develop writing skills. d) RTI Long term ELLs will be assigned an academic intervention services (AIS) specialist to assist the ESL and classroom teacher in assisting the students in developing their English oral skills and in other areas in which they have deficiencies. A parent meeting will also be held to discuss ways parents can help their child at home become English proficient using things at their disposal such as the internet and TV language programs. e. Proficient ELLs meet with the ESL teacher periodically to evaluate progress during their transitional phase. They also receive the same testing accommodations as entitled ELLs for two consecutive years after their test out year.

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?
   Special education ELLs are served per their IEP. These students are placed in special education classes, collaborative team teaching classes or mainstream classes with SETTS. These settings consist of small group instruction with an emphasis on multiple modalities for delivering instruction. Speech teachers conduct Social club in which and ELL-SWD can learn how to interact with other students and/or adjust to their new school or changing school environment. The teachers use sheltered instruction with a heavy emphasis on scaffolding to make input comprehensible for these students.
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?
   Academic decisions are made based on the data from the NYSESLAT, LAB-R and other formative and informative assessments. With regard to instruction we provide micro inclusion programs which are in a less restrictive environment, push-in model for AIS and ESL services. In addition, we mainstream students whenever appropriate.

Courses Taught in Languages Other than English

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

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

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

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

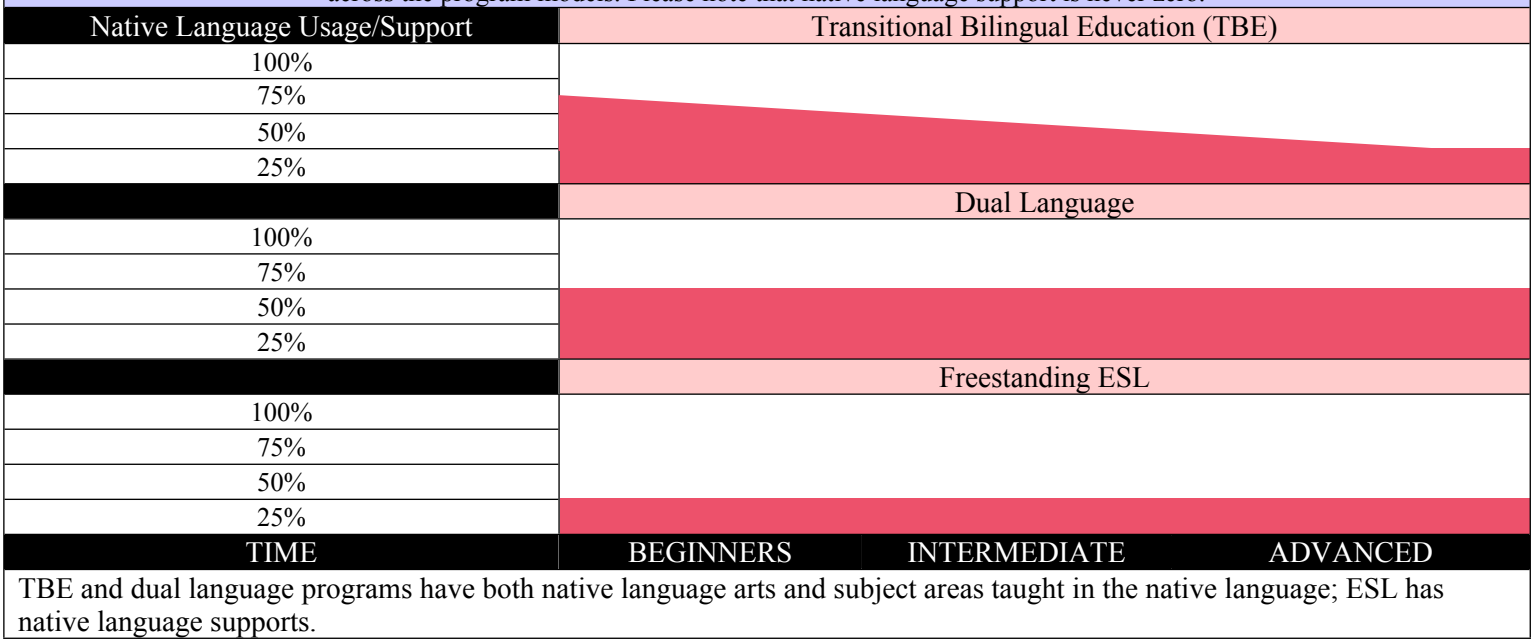
	Beginning	Intermediate	Advanced

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
   Before school, Saturday academy Afterschool and weekend remediation. RTI AIS, in our freestanding ESL program all instruction is in English. Newcomers: Based on formative data collected by classroom teacher student's weakness are identified and individualized programs for intervention are developed by the ESL/Classroom/AIS teachers. SIFE: Students will be assigned an academic intervention services (AIS) specialist or receive RTi services if needed to assist the ESL and classroom teacher in developing students' English oral skills and in other areas in which they have deficiencies. The guidance counselors assist the SIFE student's transition into the school community and classroom setting as well as the understanding the role of "student" (wearing uniforms, homework, etc.). Long Term ELLs: Students will be assigned an academic intervention services (AIS) specialist to assist the ESL and classroom teacher in assisting the students in developing their English oral skills and in other areas in which they have deficiencies. A parent meeting will also be held to discuss ways parents can help their child at home become English proficient using things at their disposal such as the internet and TV language programs. In addition, students struggling in ELA and/or Math are serviced by the Title 1 Literacy and Math teachers in small groups. Content area teachers work with classroom teachers to devise a plan to assist ELLs struggling in content areas. Students may also be invited to before/afterschool and Saturday programs for remediation.
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 current literacy, math and content are programs have separate ELL components built in to each lesson and/or unit. This affords the ESL, classroom and content are teacher the opportunity to reteach or regroup ELLs based on their level of understanding throughout each lesson and/or unit in the four language modalities.
11. What new programs or improvements will be considered for the upcoming school year?
    We have a new literacy program - Ready Gen (contains specific differentiated plan for ELLS) and math program - Go Math (contains ELL activity guide with level activities for each grade). Parents of ELL students are surveyed in order to create workshops that meet their needs. The Empire State NYSESLAT is used as a base line and ongoing assessment tool to track progress in each language modality throughout the year.
12. What programs/services for ELLs will be discontinued and why?
    N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    All ELLs have equal access to all academic and non-academic programs before, during and after school as well as Saturday programs. Some of the programs available consist of the Phipps program (homework help), ETM music program, Saturday academy, basketball and the P.S. 68 Choir. An after school program for newcomers and SIFE students in grades 3 or higher will be available for those students.
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 used to instruct ELLs include the following but are not limited to: Literacy -Words Their Way (all levels), Ready Gen, Go Math; Technology- Starfall, Aplus math, 4aesl.org and a formal technology curriculum. The use of an ELMO is used as a visual aid to display documents, pictures etc. on a large scale. We also use centeo remotes to allow Ells with very little second language vocabulary to actively participate in class activities.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    To provide native language support within our program, students have access to some bilingual materials in literacy and math as well as the content areas. Students are also encouraged to bring in materials that reflect their native culture (books, pictures, etc.) to share and discuss with their class.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    Required support services and resources for ELLs are provided based on a student's grade level and ability. In the event of a student not being age appropriate for their grade due to being held over, support for that child's specific needs are given (i.e. AIS, RTI, academic programs provided by the school). All programs used for our ELLs are appropriate for elementary level students and various levels of ability. For example, the Words Their Way program helps students develop vocabulary through word study is leveled by language levels. The Empire State NYSESLAT baseline and benchmarking is used to assess student projected performance on the spring NYSESLAT is leveled by grades. In addition, the READY GEN program is appropriate for elementary

students across all grade levels and helps students develop literacy skills.

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.
    School administrators are available throughout the school year. During the summer, they are available to assist parents with the registration process. They address any questions or concerns an ELL parent may have. In the event that they are not able to address the parents' concerns administrators can contact their network liaison.
18. What language electives are offered to ELLs?
    N/A
19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

    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. Professional development is ongoing at PS 68. At the beginning of the year, the ESL teacher informs all staff about the ELL identification process, discusses the latest trends in ESL resources and methodologies and addresses any concerns as they pertain to ELLs. The ESL teacher meets with subject area, special education, common branch and paraprofessionals of ELLs to disseminate bilingual materials and additional information about resources available for themselves as well as students; this information is also given to administration and guidance counselors. Teachers of ELLs also meet with the ESL teacher as needed to discuss student progress and specific activities to meet student needs. In addition, the ESL teacher, pupil personnel secretary and staff members participate in outside professional development workshops throughout the year in a variety of areas and turnkey the information to the staff. Workshops include but are not limited to, "SIFE Students" and "Ways to Connect with Your ELL Parents". 2. Common Core 3. The guidance counselors set up visits for students to our feeder middle schools. The students participate in a workshop geared towards transitioning into middle school. Parents and students participate in workshops on what to expect in middle school and parents are walked through the process of choosing a school for their child. 4. Throughout the year workshops are given by the ESL teacher to assist teachers with completing their mandated 7.5 hours of ESL training as per Jose P. Information from professional development workshops attended by the ESL teacher is turn-keyed to grade leaders and/or administration, and then turn-keyed to the rest of the staff.

D. Parental Involvement

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

1. Parent workshops are conducted throughout the school year. These workshops are held during the school day, evening and weekends to discuss the curriculum, standards, testing and student data. Title 1 workshops are held in the evening to discuss topics of interest selected by parents. Parents are also invited to attend our PTA meetings, Multicultural and Musical Celebrations throughout the year. Information is provided in the parent's native language whenever possible. 2. We partner with Education Through Music (ETM) which provides music in the classroom and informs teachers and parents on how to use music as a learning tool; our local fire department teaches students about fire safety through the use of an portable interactive Fire House; and the PHIPPS program provides students with academic support as well as enrichment activities in an in-house afterschool program. 3. Our parent coordinator serves as liaisons between our parents and staff. Our PC elicits information regarding parent needs and coveys those needs to the staff and provides the appropriate outside resources or workshops. 4. Parental workshops are created based on parent need. Workshops are presented by teachers, guidance counselors, social workers and administration on various topics based on parent need.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		**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
	Other		1/1/01
	Other		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: 11x068 **School Name:** PS 68

Cluster: 6 **Network:** 607

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

Part A: Needs Assessment Findings

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.

Upopn registration parents indicate their preferred language. We have a limited number of parents who speak Spanish, no other language has been identified as the preferred language. Information is tracked in ATS and buy the Parent Coordinator.

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

The school has < 1% of parents who do not speak English fluently, however they are able to make there needs known. These parents need more support in written commuication. When a students first attends a class, the teacher is notified of the preferred langauge needs of the parents/guardians. .

Part B: Strategies and Activities

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

All school notices are sent home in both English and Sanish. we have a bilingual guidance counselor and additional staff members who are have dual certification in special education and ESL. She is fluent in Spanish. The counselor receives per session pay to interpret written communication with parents if letters are not on the DOE website.If tshe is unable to provide this service the school contacts the Translation and Interpretation Unit for additional support.

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.

When a parent comes into the buuilding and speaks Spanish, we immediately ask our builingual counselor to interpret information to/from the paretn. If she is not available we use other staff members who have dual certification and speak fluent Sopanish. As aback up we will utilize resources from the Translation and Interpretation Unit.
The general office maintains copies of the Language Identification Guide to support parents who speak a language other than English.

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.

Adhering to guidelines of the cghancellor's refulations, the school has prominantly displayed a multi-lnaguage welcome poster near the main entrance. We have available all forms for interpretation requests in the main office. The school follows the Language identification Guide to support parent whose primary language is other than English.