

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):** 18K268  
**School Name:** THE EMMA LAZARUS SCHOOL  
**Principal:** SYLVIA FAIRCLOUGH-LESLIE

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 18K268  
School Type: Public School Grades Served: Pre - Kindergarten - Grade 5  
School Address: 133 East 53<sup>rd</sup> Street Brooklyn New York 11203  
Phone Number: 718-773-5332 Fax: 718-493-7448  
School Contact Person: Sylvia Fairclough-Leslie Email Address: Sfaircl2@schools.nyc.gov  
Principal: Sylvia Fairclough-Leslie  
UFT Chapter Leader: Christopher Townsend  
Parents' Association President: Bernadette McNally  
SLT Chairperson: Shaoba McCoy  
Student Representative(s): NA

**District Information**

District: 18 Superintendent: Beverly Wilkins  
Superintendent's Office Address: 1106 East 95<sup>th</sup> Street Brooklyn NY 11236  
Superintendent's Email Address: BWilkin@schools.nyc.gov  
Phone Number: 718-566-6008 Fax: 718-649-7074

**Cluster and Network Information**

Cluster Number: 1 Cluster Leader: Chris Groll  
Network Number: 108 Network Leader: Lisa Pilaski

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sylvia Fairclough-Leslie	*Principal or Designee	
Shaoba McCoy	*UFT Chapter Leader or Designee	
Bernadette McNally	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Elizabeth Gonzalez	Staff	
Sonia John	Staff	
Jean Cleophat	Staff	
Courtney Rumble	Parent	
Sasha Phillips	Parent	
Nichola Fender	Parent	
Vielka McIntosh	Parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our School Community strives to nurture students' academic and social emotional development through rigorous instruction and ongoing support of students and family needs. The following is our School's Mission Statement: P.S. 268 is a safe learning environment, where parents, staff, administration and the community at large collaborate to foster high expectations. As a team we support our general education students, students with special needs, as well as our English language learners, to move them towards success. Through the use of technology, proven strategies, and enrichment activities we will engage students and give them a clear sense of purpose. We strive to produce well-developed individuals by promoting college and career readiness in all grades.

We enter into strategic collaborations/partnerships and/or special initiatives to supplement our academic program and enhance the school experience for every student. The following programs and activities are some of the collaborations that we have in our school community.

These programs and activities include but are not limited to the following:

- Monthly celebration assemblies identify and recognize students
- Cornell University workshops to promote Healthy cooking
- Cookshop Classroom and Cookshop Parents to practice Healthy Eating
- Girl Scouts
- Ballet tech
- Vision zero
- School Trips
- Project Green Reach
- Learning Leaders and other parent volunteers
- Grade Enrichment Program (Teacher Volunteers)
- Annual Math and Spelling Bee
- Annual Hispanic Heritage Celebration
- Annual Black History Month Celebrations
- Class Performances
- Respect for All/Just Be Nice Campaign
- Innovative Technology programs to support learning outcomes such as Schoology, MyOn reading and ThinkCentral.

Our School Strengths include the following;

- Integrated Co-Teaching classes on each grade to meet the needs if SWDs in rigorous environment
- Increased student outcomes in year two of NYS CC aligned exams
- Departmentalizing in Grade 5 was expanded to include Grade 3
- Two Full Day Pre-Kindergarten Classes
- Teacher teams have common preps daily ( 2 identified as "must meets")
- Horizontal and Vertical Teacher Teams
- Professional Learning Series
- Use of iPads, document cameras and Smart boards to enhance instruction

Our School Accomplishments include, but not limited to, the demonstrated academic growth on the 2013-2014 New York State CCLS aligned exams in ELA and Mathematics on Grade 3, Grade 5, and Grade 4 ELA.

Our School Challenge is being a Title I school with students who require tremendous academic intervention as they are below the grade level and have limited literacy skills and mathematics skills.

The area in which our school made the most academic growth during school year 2013 – 2014 is 11% growth on the New York State Common Core aligned Grade 3 Mathematics exam.

The key area of focus for this school year is Grade 5 students, (last year's Grade 4) whose performance declined by 5% on the 2013 – 2014 New York State CCLS aligned Mathematics Exam.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

P.S. 268 rigorously incorporates the Go Math curriculum for all grade levels. Core Knowledge Language Arts ELA curriculum in grades Pre-K to 2nd and Expeditionary Learning in grades 3rd- 5<sup>th</sup> . Each program is aligned to the Common Core Standards. Our curriculums are tailored to our student’s needs. We expand our base curriculum by incorporating various outside resources such as Ready NY by Curriculum Associates. Our school community aligns assessment to curricula and analyzes data from the following sources to improve the impact on student learning:

Areas of strength includes the following:

- New York State ELA and Math scores for grades 3,4 & 5 as well as item analysis to determine student specific strength and weakness
- Baseline assessments that include Go Math and Fountas and Pinnell Reading Levels
- Midyear assessments that include Go Math and Fountas and Pinnell Reading Growth
- End of the Year assessment that include Go Math and Fountas and Pinnell Reading Growth
- Ongoing checks for understanding from each curriculum area
- Rubrics are used to assess student work products
- Teachers use kid watching tools during instruction to adjust learning plans for groups and individual students who require support or enrichment
- Go Math Share and Show in mathematics pinpoints specific learning targets during each lesson
- CKLA Pausing Points are used to adjust instruction.

The priority need(s) are developing our instructional rigor though a deeper emphasis on higher order questioning. We believe that having our students show evidence through targeted questioning to support their findings will deepen their grasp of instruction. This was a need identified as a result of our Quality Review 2014. (1.2)

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, students in grades 4 and 5 will demonstrate progress by deepening the emphasis on higher order questioning skills thereby achieving a 3% increase on the New York State Mathematics and ELA exams. in the number of students scoring levels 3 and 4.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> </ol>			

2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
3. Strategies to increase parent involvement and engagement			
4. Activities that address the Capacity Framework element of Trust			
To develop effective teaching strategies in questioning techniques	Teachers	School year	Network Instructional Coaches
To develop protocols for examining assessments, student work and grade level needs	Teachers	School year	Teacher
Mathematics PD's facilitated by in house personnel, network or invited consultants for all students including English Language Learners as well as Students with Disabilities.	Teachers	School year	Network Instructional Coaches and Curriculum Consultants

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per Diem Coverages

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
1) Professional Learning began August 2014 – April 2015				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- |    |   |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

In our 2014 Quality Review, PS 268 received a rating of proficient in school culture. In the 2014 school snapshot, 89% of parents felt that the school offers a wide enough variety of courses, extracurricular activities and services.

Our areas of strength are:

- Ongoing student recognitions which includes monthly recognition of students who show exemplary progress in any of the following areas: academic, behavior, and social.
- Teachers use personal time to mentor students who show improvement or students at risk
- School culture goals : classroom discussion and writing
- “Just Be Nice” campaign

Our priority needs:

- Based on the 2014-15 Citywide Expectations we will establish a culture for learning that communicates high expectations for students and families that emphasize progress towards college and career readiness.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be 95% increase in parent participation in workshops and assembly programs that will establish high expectations for students and families and emphasize progress towards college and career readiness for all students.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Monthly assemblies in which students are commended for success <ul style="list-style-type: none"> <li>• Student of the month, perfect attendance, class acknowledgement) Teachers identify eligible students for student success awards assemblies.</li> <li>• Principal and Assistant Principal have students recite daily affirmation during morning line up.</li> <li>• Parent Coordinator facilitates parent Book of the Month</li> </ul>	All students	School year	Principal, Assistant Principal, teachers, staff

<p>Workshops.</p> <ul style="list-style-type: none"> <li>• SLT collaborates to set instructional goals and action plans towards college and career readiness.</li> <li>• An active Parent Teacher Association that meets monthly.</li> <li>• Grade Teacher Teams plan “Take Away Tuesday” workshops based on the needs of their classes.</li> </ul>			
Ongoing incentives for positive behaviors (i.e.: boy scouts, girl scouts, YPC chorus, ballroom dancing)	All students	School year	Principal, Assistant principal, teachers, staff
Take Away Tuesdays- parents and children are invited to grade specific workshops to meet the needs of their children and to “take away” strategies to work on at home. Book of the Month parent workshops.	All students	monthly	Principal, assistant principal, teachers
College and career readiness lessons will be taught by teachers in grade appropriate lessons or all students including English Language Learners as well as Students with Disabilities.	All students	School year	Teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per Session, Per Diem

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
10.	Specify a timeframe for mid-point progress monitoring activities.			
By March 2015, We will conduct parent surveys and analyze results of ongoing parent workshops emphasize progress towards college and career readiness.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Currently our structures and activities that inform professional collaborations are strong. Teacher’s teams are established on each grade and in other pertinent areas that reach across grades such as the SP.ED. Team, RTI team, Upper grade and lower grade team, and cluster team.

Teacher teams by grade collaborate and ensure that high quality instruction is aligned to the common core learning standards with the creation of unit plans. Lesson plans that meet the need of each class, groups and individuals, students are then created by each teacher.

Our master schedule includes daily common preparation periods with two identified each week as “must meet” for each grade team. One is to plan for instruction together insuring continuity across the grade and the other is to engage in “looking at student work” grappling with a specific focus.

Professional learning time on Monday is used for collaboration with teacher teams across grade. In order to promote engagement, discussion, and independence for all learners our teachers are currently participating in a series of workshops facilitated by our network coach using the book “Making Thinking Visible” by Ron Ritchart, etal...

RTI focus on meeting the needs of identified students who require an alternate learning plan. Teachers share the specific challenge and strategies they have tried. The team which includes administrators and service providers provide teachers with a plan to address the specific challenges.

Evidence that teams are making a difference can be noted in the following:

- Student academic and social growth
- unit plans
- instructional coherence across each grade
- school wide initiatives
- Distributive leadership is evident with each team having an identified grade leader who facilitates each session and informs administration of team result, progress, etc.

Our priority needs for this capacity framework element – collaborative teachers - is to follow the cycle below: This need derives from our Quality Review 4.2 area of celebration, in order to move from Proficient to Well Developed

- Looking at baseline student work to identify strengths and gaps
- Giving student tasks that are informed by that evidence, tasks that simultaneously further learning and provides ongoing formative assessments for that learning
- Principal and Assistant Principal have students recite daily affirmation during morning line up.
- Using formative assessment information to make instructional decisions day by day that lead to students’ progress
- Using the same information to critique and improve curriculum and pedagogy
- Scoring culminating student work produced using rubric tied to common core standards
- Using resulting information on what standards students have and have not met to plan subsequent module and unit and to revise curriculum to better ensure success the next time it is used.
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**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, teacher teams on each grade as well as the cross grade team will conduct two cycles of Inquiry work.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Teacher teams conduct the first cycle of Inquiry Work looking at student work using protocol, analyze data, reflect, reframe key issues or questions, develop an action plan, carry out strategies and collect data	Each Class	September – January 2015	Teacher Grade Teams
Teacher Teams implement findings from first cycle of Inquiry work.	Each Class	February 2015	Teacher Grade Teams
Teacher teams conduct the second cycle of Inquiry Work looking at student work using protocol, analyze data, reflect, reframe key issues or questions, develop an action plan, carry out strategies and collect data	Each Class	February – May 2015	Teacher Grade Teams
Teacher Teams implement findings from second cycle of Inquiry work.	Each Class	June 2015	Teacher Grade Teams

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- ◆ Inquiry Protocol Professional development

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 20. Specify a timeframe for mid-point progress monitoring activities.

By February, 2015, We will review the Inquiry work in the first cycle, analyze results and use implications to guide the second Inquiry cycle.

**Part 6b.** Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

23. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our schools strengths includes the following:

- Integrated Co-Teaching classes on each grade to meet the needs of SWDs in rigorous environment
- Increased student outcomes in year two of NYS CC aligned exams
- Grade 5 is Departmentalized since 2012 and has now expanded to Grade 3 in 2014
- Two Full Day Pre-Kindergarten Classes
- Teacher teams have common preps daily ( 2 identified as “must meets”)
- Horizontal and Vertical Teacher Teams
- Professional Learning Series based upon identified areas of need

Instructional

As a school we began the year with every student, Prekindergarten – Grade 5 completing an Interest survey. This survey served as a tool to support the instructional and social emotional development of all students.

Various data sources were utilized to inform and analyze student performance.

**For example:**

- 2013-2014 New York State ELA/Mathematics Exams
- Baseline Assessments
- Fountas & Pinnell Running Records levels

As identified in our 2014-15 Quality Review the area for improvement was noted as follows:

- Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produced meaningful work products (1.2)

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, Administration will develop a shared understanding of instructional excellence by providing actionable feedback with next steps. As a result 20% of teachers will increase their overall rating on the Measures of Teacher Practice Score Tracker based on the Danielson Framework.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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for this Capacity Framework element, including: 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
On-going Professional Learning for Administration and staff in utilizing as well as planning with Danielson Framework, observing teachers giving actionable feedback.	All Staff	August 2014 – June 2015	Administrators, Teachers, talent Coach, Network Staff, Consultants
Common Core Standards aligned curriculum in Math and ELA utilized during the day as well as during the after school tutorial program to address the diverse needs of all our students - English Language Learners and Students with disabilities etc.	All Staff	August 2014 – June 2015	Administrators, Teachers, talent Coach, Network Staff, Consultants
On-going Parent workshops with Go Math, Core Knowledge Language Arts and Expeditionary Learning curriculums, Common Core Learning Standards, Citywide as well as school wide expectations. Parent Engagement Take Away Tuesdays valuable in fostering trust and respect for all.	All Staff	August 2014 – June 2015	Administrators, Teachers, talent Coach, Network Staff, Consultants
Respect for All incentives employed throughout the year, parents, students and staff assemblies and contests to encourage respect and trust	All Staff	August 2014 – June 2015	Administrators, Teachers, talent Coach, Network Staff, Consultants

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Per Diem
2. Coverages

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
30. Specify a timeframe for mid-point progress monitoring activities.

1) Professional Learning August 2014 – April 2015

February 2015 review MOTP Score Tracker to determine growth.

**Part 6b. Complete in February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

P.S. 268 has strengthened family and community ties by creating extra curricula activities that will encourage more parental involvement. The following activities will be centered around our school culture and academic needs:

“Take Away ” Tuesdays – Once per month during contractual time allocated for parent engagement

Active PTA

Girl Scouts

Curriculum Night

School Trips

Flag Day

Young People’s Chorus (YPC)

Cookshop

Based on the 2014-2015 Citywide Expectations the area of priority need is to establish partnerships with more businesses to generate stronger community and school ties. For example, partnering with our neighborhood nursing home (read to elderly residents) and nearby colleges such as Medgar Evers.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, PS 268 will strengthen family and community ties by having a 5% increase in the number of students taking part in collaborative activities such as partnerships with community organizations.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			

"Take Away" Tuesdays – Parents come to grade workshops to learn how to better assist all students including ELLs and SPED.	Parents	September 2014 through June 2015	Teachers, Principal, Assistant Principal
Active PTA meetings – PTA meetings are held monthly	Parents, Students	September 2014 through June 2015	PTA, Teachers, Principal, Assistant Principal
Girl Scouts	Parents, Students	September 2014 through June 2015	Parent Coordinator, Teachers, Principal, Assistant Principal
Cookshop – Monthly Parent meetings to develop healthy eating habits which follow the classroom curriculum.	Parents, Students	September 2014 through June 2015	Parent Coordinator, Teachers, Principal, Assistant Principal, Foodbank of Central NY

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Parent coordinator facilitates Girl Scouts and Cookshop. PTA president and principals coordinate monthly meetings on various topics. Grade teams coordinate to create monthly meetings for parents to learn better ways to assist their children with homework and classwork.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
By March 2015, We will conduct a parent survey and analyze results and gains towards 5% increase in the number of students taking part in collaborative activities such as partnerships with community organizations.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
Survey date is later than this midpoint benchmark date.				

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students scoring level 2 on the NYS ELA Exam or Below level as determined by school wide assessments	Push-in during Alternating ELA week, After school tutorial for students scoring level 2	Small group, one-to-one, tutoring	During school day and/or after school
<b>Mathematics</b>	Students scoring level 2 on the NYS Math Exam or Below level as determined by school wide assessments	Push-in during Alternating Math week, After school tutorial for students scoring level 2	Small group, one-to-one, tutoring	During school day and/or after school
<b>Science</b>	Students scoring level 2 on the NYS ELA Exam or Below level as determined by school wide assessments	Integrated into Core knowledge in ELA in lower grades, also in Expeditionary learning for upper grades	Small group, one-to-one, tutoring	During school day and/or after school
<b>Social Studies</b>	Students scoring level 2 on the NYS ELA Exam or Below level as determined by school wide assessments	Integrated into Core knowledge in ELA in lower grades, also in Expeditionary learning for upper grades	Small group, one-to-one, tutoring	During school day and/or after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Students identified as in need of at-risk services by school staff, students with family crisis, etc.	Psychologist, guidance counselor, and social worker provides counseling to at risk students in grades K-5, Pre-K is serviced by social worker in early childhood	Small group, one-to-one, tutoring	During school day and/or after school

## Section 7: Title I Program Information

### Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### 2a. 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.

Currently 100 % of teachers at Public School 268 are deemed Highly Qualified. We seek to retain and enhance their pedagogy through on-going support and professional development based on the identified academic needs of their students as well as needs they identify for their own professional growth and development.

#### 2b. 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).

Given that research indicates that teacher quality is the single most powerful influence on student achievement, it is essential to ensure that teachers are provided with ongoing, high quality professional development to sustain and enhance their practice. Indeed, teacher professional development is an essential element of comprehensive school improvement. The professional development needs of other members of school community, including administrators and support personnel, must also be addressed to ensure a focus on continuous learning and to create the conditions necessary for closing the achievement gap and improving the achievement of all students.

These standards provide guidance for achieving high quality professional development planning, design, delivery and assessment, and should serve as a foundation for all professional development in our schools.

- **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
- **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
- **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
- **Collaboration:** Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
- **Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
- **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
- **Parent, Family and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other

community members as active partners in children’s education.

- **Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. 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).

### Part 4: SWP Schools Only

#### **4a. 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.).

We believe that all children can achieve when they are nurtured emotionally, physically, and socially, stimulated intellectually, and engaged in experiences that stimulate their minds and provide an awareness of the world. Children at the pre-kindergarten level learn best when the focus is on the whole child as they are active participants in purposeful activities and encouraged to interact and explore. Activities are outgrowths of a clear and deliberate instructional design that acts as a conduit to the child’s learning. We believe that these early opportunities in a school environment, give children an advantage because they become familiar with school culture, language and experiences earlier than those who attend school later. These early experiences are critical to a child’s social and emotional development, physical health, growth, language development, academic success and career preparedness.

We will administer benchmarks to measure success and inform parents of age-appropriate expectations and progress over time. We will use the Pre-Kindergarten Foundation for the Common Core to assist parents, teachers and caregivers to better support their children’s learning and development. We will also show respect for children’s varied backgrounds, cultures and linguistic abilities. Here are some of the strategic changes we will make in the proposed Pre-Kindergarten classroom:

- Assessments will occur during pre-determined benchmark periods using a specific tool that accurately assesses learning. The results will allow the teacher to make adjustments in instructional strategies and practices when and where necessary.
- Assessment results and observations of student behavior and performance will be collected and shared with parents to inform them of their child’s progress regularly.

Parents will be expected to take an active role by attending workshops that focus on strategies they can use to help their children. The Parent Coordinator, Pre-Kindergarten Social Worker and other school staff will work together to devise strategic high level workshops based on feedback, need, and/or interest. Parents will realize the importance of their role in their children's early years and how these experiences impact academic performance in future years

Specifically our Family Engagement practices have several layers. First, our school includes a Full Time Parent Coordinator who works directly as a link between parents and the school staff. School Administrators, Guidance Counselor, Social Worker, and other staff members engage with families to meet the best interest of each student. A shared Prekindergarten Social Worker works directly with our Prekindergarten teacher, Parents and Paraprofessional. Parent workshops are conducted throughout the year to keep parents up-to-date and actively engaged with the learning process. Parents are also invited to assist in the classroom during special events and accompany students on field trips.

Teachers are available during school-wide scheduled family events such as September Parent Orientation and Parent Teacher Conference in November and March. In addition, teachers make themselves available upon parent request. The effectiveness of our family Engagement practices are captured on our School Parent Survey in the Spring of every year and reported publically in School's Progress Report and Quality Review. Parent surveys done by the school as well as attendance and participation in events held also memorialize the effectiveness of our Family Engagement. Pre-Kindergarten students are prepared for Kindergarten educationally and socially to transition into Kindergarten. Pre-kindergarten graduation is marked with a June commencement. As our Pre-Kindergarten students register for Kindergarten they are presented with the book, "Look Out Kindergarten, Here I Come! By Nancy Carlson. This is a great book used by families to help prepare students with this transition. In September, parents initially remain with students when possible to ease the transition from home to school. During September Parent Orientation school staff reviews the schools expectations and curriculum with teacher and staff. Parents of students with special needs are addressed by the staff member who will be assigned to support the student, i.e. Speech, English Language.

There are several types of data currently being used in Pre-Kindergarten on a school and classroom level in order to identify school wide trends and track individual student progress. *The Early Screening Inventory Revised*, a universal screener, is administered approximately 46 days after a student is admitted. Students with disabilities and English Language Learners are exempt from this assessment. The ESI/R is a development screening assessment which is administered to children from 3 - 5 years of age. It targets the areas of *speech, language, cognition, perception, and motor coordination*. ESI/R is sensitive to the differences between students in the younger /older half of the ESI/R range and developed two forms. The Preschool version (called ESI-P) is designed for children aged 3 years 0 months through 4 years 5 months. The Kindergarten version (ESI-K) is designed to screen children who are aged 4 years 6 months through the end of age 5. ESI/R is a valuable tool because it is a quick efficient way to screen students and determine who is at risk. For example, based the ESI/R, many students struggled with gross motor skills. As a result, more time was scheduled for outdoor activities such as the use of the jump rope, bicycle and the parachute. It was also evident that students lacked the ability to use the appropriate vocabulary to describe objects. This weakness was addressed by engaging students in conversation, labeling objects around the room, and the creation of a writing center. Language skills are also modeled by the teacher by means of reading aloud to the children each day.

Assessment also occurs throughout the day as the teacher and other staff members observe behaviors as students work individually or in groups. Teachers observe, respond and reflect as students engage in learning activities. On the classroom level, this information is used to determine the strengths and weaknesses of our students and for the purpose of planning. Data is also used to determine whether certain activities or instructional practices need to change and how well interventions are working. Students who excel are given enrichment activities. All work is kept in student portfolios in order to track student progression over time. Student goals are aligned with the CCLS. As a result of ongoing assessment, student progress is reviewed and individual goals are readjusted when necessary. On the school level, information obtained from all forms of assessment can be used to determine the successfulness of the program and to provide valuable information for the kindergarten teacher.

In addition, assessment is used to inform parents about the progress of their students. For example, an Assessment Report was created in an effort to give parents an ongoing view of how their child is progressing. It covers the areas of *Social-Emotional Development; Work Habits; Motor Skills; Language Arts/Reading Readiness; Math/Science Readiness;*

*and Conduct.* The Assessment Report is done in alignment with Parent Teacher Conferences twice during the school year and is kept in each child’s portfolio with sample work. The Assessment Report is used at the end of the year for kindergarten placement.

Presently, based on the Early Childhood Language Assessment System, the students in K – 2 are performing below their peers in New York City. An additional all day Pre-Kindergarten will help to improve student success in the early grades. Students will have more time to develop crucial academic, social and emotional skills that they will need throughout their school career.

**4b. 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.

Our school community aligns assessment to curricula and analyzes data from the following sources to improve the impact on student learning:

- New York State ELA and Math scores for grades 3, 4 & 5 as well as Item analysis to determine student specific strength and weaknesses
- Baseline assessments that include Go Math and Founats and Pinnell Reading Levels
- Midyear assessments that include Go Math and Founats and Pinnell Reading growth
- End of Year assessments that include Go Math and Founats and Pinnell Reading growth
- Ongoing checks for understanding from each curriculum areas
- Rubrics are used to assess student work products
- Teachers use kid watching tool during instruction to adjust learning plan for groups and individual students who require reteach or enrichment.
- Go Math Share and Show in mathematics pin points specific learning targets during each lesson
- CKLA Pausing Points are used to adjust instruction

Teachers participate in ongoing professional development in order to effectively use assessment results to improve instruction during weekly teacher team meetings. It is guided by the Inquiry process.

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	373,836	X	

Title I School Improvement 1003(a)	Federal	0	X	
Title I Priority and Focus School Improvement Funds	Federal	0	X	
Title II, Part A	Federal	121,626	X	
Title III, Part A	Federal	0	X	
Title III, Immigrant	Federal	0	X	
Tax Levy (FSF)	Local	2,083,757	X	

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### 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 the school. **Public School 268** 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 the school and the families. The 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 the school community. **Public School 268** 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 the school community;

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

The 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;

- 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 (SPC)**

**Public School 268**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>18</b>	Borough <b>Brooklyn</b>	School Number <b>268</b>
School Name <b>Emma Lazarus Elementary School</b>		

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

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

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

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	23	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	23	0	0	4	0	0	0	0	0	27

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	23	0	0	4	0	0	0	0	0	27
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1	3	2	2	1								9
Chinese	1			1	2									4
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian		1	3	3	5									12
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											1
<b>TOTAL</b>	<b>1</b>	<b>2</b>	<b>7</b>	<b>6</b>	<b>10</b>	<b>1</b>	<b>0</b>	<b>27</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1		2	3	4	1								11
Intermediate(I)		1	4	2	1									8
Advanced (A)		1	1	1	5									8
Total	<b>1</b>	<b>2</b>	<b>7</b>	<b>6</b>	<b>10</b>	<b>1</b>	<b>0</b>	<b>27</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>	0		1	2	1								

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	1	0	0	0	1
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
At PS 268 we use DRA, Fountas and Pinnell running record is used to determine reading levels. This data is used to plan for the implementation of Common Core Aligned Literacy curriculum. LAB-R and NYSESLAT data is also used to assess the early literary skills of our ELLs. Literacy observation is a dynamic process, not static and plans are revised as a student gains proficiency. Assessment data

is analyzed to target our instruction on areas for improvement.

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

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

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

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

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

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

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

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

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

Instruction is data driven. We make sure the child's English language development is affected and modified by results on standardized tests, and by demonstrated achievement or lack thereof, in the classroom environment.

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

7. For dual language programs, answer the following:

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

NA

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

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

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
 At the time of enrollment, a trained pedagogue administers a Home Language Identification Survey (HLIS) to parents to identify which language the child speaks at home). We have an interview by a licensed pedagogue in the parents' home language. Following the collection of HLIS forms, if a language other than English is spoken in the child's home, then the LAB-R is administered within 10 school days of student admission to the school to determine English proficiency. Students who score below proficiency are eligible for state-mandated services for ELLs.  
 The steps taken to annually evaluate ELLs using the NYSESLAT to determine proficiency level and whether students continue to require mandated services. NYSESLAT administration and in preparing students for the examination; a Testing Coordinator supports Assistant Principal in charge of ESL in test administration procedures, ensuring that ELL students with IEPs are provided with mandated testing modifications in compliance with IEPs; annual ELL Predictive Assessments prior to NYSESLAT administration support diagnosis of individual student need and the development of instructional modifications to support skill mastery and English Language Acquisition.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
 All parents are contacted through written notices and phone calls in English, and in their native language by the English Language teacher, Administrator and /or the Parent coordinator. They view the program choice dvd, explaining the program's offered by the Department of Education and the facilitator explains the options available to their children. A representative of the school administration, plus the ESL teacher, and a translator when needed, are present to explain and answer any questions that might arise. The dvd is shown in English, plus any appropriate language that might be needed. The notice of the meeting and the showing of the dvd are sent out soon after the ELLs have been identified and tested. The notices are sent out in English, and in the appropriated home language. If the parent does not attend the first meeting a second notice is sent out, in English and in the native language, imploring the parent to attend the next meeting. We support parent choice of programs and what is the best fit for the student.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
 If parents do not attend the first meeting, a second or third meeting are scheduled, very soon after the first meeting, following the same procedures. Again letters are sent out, in English and the home language, notifying the parent about the meeting and its importance. Any sibling or relative who might be in the school is asked to help in notifying the parent. The school safety officer, who is situated at the front door, is also asked to help in the identification and contacting of the parent. The Parent coordinator is asked to assist in this process where we find it necessary. If parents do not respond, at Open School Night and Day, in the

beginning of November, parents are met with, and have the program explained to them, and the ESL teacher answers any questions they might have. If parents are not able to be contacted at Open School Night/day, a phone call is made and a letter sent home with the Parent Survey and Selection Form, in English and or the appropriate home language. Efforts are made on a continual basis, trying to contact and make known the choices available to parents' about program options available to them. All related documents are secured in a locked file cabinet in locked office and is maintained by the ESL teacehr and the school administration. The Network and the office of ELL is conatcted if necessary.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
A letter is sent out to the parents notifying them, that as result of the Home Language Survey, that they filled out, and because of their child's score on the LAB-R, their child will be placed in a ELL program at our school. This letter is sent out in English and in their home language. As stated above, we also show a dvd about the programs available, and distribute appropriate learning materials to the parent, in order to help ensure that the child's English language learning is advanced. We impart upon the parents that English language learning will be taught by the school, but parents must be partners in the process. We explain to the parents, that the school and the ESL teacher are always open to their requests, and any questions they might have. All related documents are secured in a locked file cabinet in locked office and is maintained by the ESL teacehr and the school administration. We honor parent choice and make strong outreach to collect all required documents.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The adminitering of the NYSESLAT , to insure that all Ells are given the NYSESLAT, is 1) double-checking to make sure each and every ELL is identified, first by utilizing the appropriate a.t.s report, then by the ESL teacher making sure each ELL is scheduled to be tested,and finally the administration checks that all ELLs are accounted for 2)following the scheduling guidelines, for dates and sequencing, we leave days at the end of the testing period open, in case any ELL was absent and needed to be tested because he missed being tested in one or more modalities.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
Parent choices are aligned with the program offered at PS 268.Five out of 5 parents chose the ESL program this year. Exactly the same percentage chose the ESL option-100%- last year.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - 1) P.S.268 utilizes only the ESL method of instruction in teaching its children to gain proficiency in English.
      - a) At P.S.268 we employ both the push-in and pull-out methods of instruction.
      - b) At the employ heterogeneous groupings.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Each child's proficiency level is checked by the ESL teacher and by the supervisory staff, according to his or her NYSESLAT score, or his or her LAB-R score, and the instructional minutes are thus derived. The beginning and intermediate level students are thus instructed 360 minutes per week, and the students at the advanced level are given 180 minutes of ESL instruction per week. Instruction is delivered only by a certified ESL teacher- who employs ESL methodology in the instruction of his students. Students receive daily instruction in ELA for a minimum of 90 minutes.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

At P.S.268 we make sure the child is properly evaluated in his home language by firstly administering the LAB-R in Spanish, if appropriate and needed. We have a large and talented staff. If a child is new, or is showing signs of stagnating learning, a staff member fluent in the child's home language will be asked to assist in whatever aspect of informal assessment is needed. A meeting with the child's parent will be called for, and an assessment of the child's academic and or social behavior, in his native country, and at present, at his Brooklyn location, will be asked for. We try to ascertain if the social dynamics of the family is mitigating the child's rate of language acquisition. We will give the child a book in his native language, where possible, and ask him to read for us. We will ask him to do age appropriate math. If needed, we will contact the e school psychologist, in order to obtain a professional who could help us assess the child in his native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

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

Scaffolding techniques are utilized to allow different children to attain the desired goals,

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

### 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

Science:	0			

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

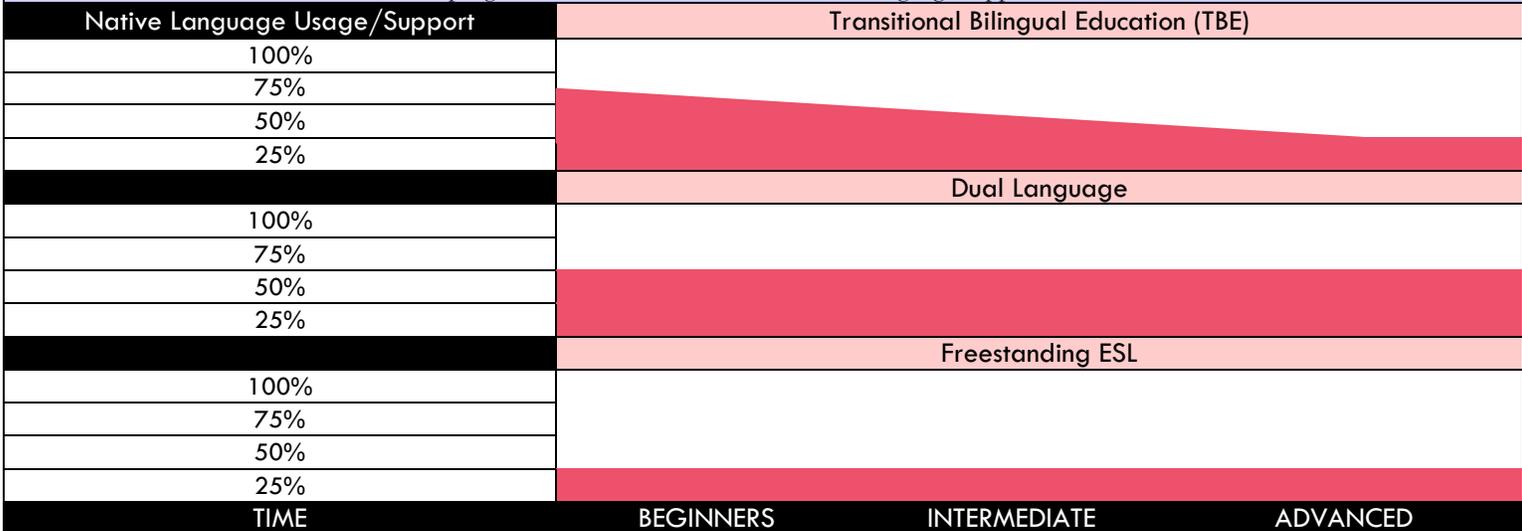
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Interventions in ELA, math, and science are offered to all students who are in need of such services at PS 268. Additional effort is placed on ensuring that ELLs and SWD are provided with opportunities to participate in these programs. Translation and interpretation services are used to inform and or explain program benefits to parents of ELLs and they are encouraged to participate. The programs are held on weekends, and after school, and are subject to funding. Intervention programs are opened to children grades 2-5. The programs are given in English only as a supplement of our ESL program. Students showed increased proficiency on the Spring 2013 NYS exams on the NYSESLAT, ELA, Math, and Science exams.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Transitional support is given to those who have gained proficiency as indicated by the NYSESLAT results. Extra testing time and special testing accommodations are given to the former ELLs who have gained proficiency. The former ELLs periodically attend classes with their former cohorts. The former ELLs current teachers are contacted, and a summary report is taken as to their academic status. Students receive at or above the mandated number of minutes to service students need. Students showed increased proficiency on the Spring 2013 NYS exams on the NYSESLAT, ELA, Math, and Science exams.
11. What new programs or improvements will be considered for the upcoming school year?
- Two new reading programs were initiated during 2013-14, Expeditionary Learning on Grades 3-5 and Core Knowledge Language Arts in Kindergarten through grade 2.
12. What programs/services for ELLs will be discontinued and why?
- ECLAS 2 assessment was discontinued by New York City and replaced with Fountas and Pinnell Running Records. This reading assessment determines the reading level of a student, their accuracy and comprehension rate. It is used to provide instruction that is accessible to individual students and offers teachers the ability to quickly assess students and address areas for improvement several times throughout the school year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are given equal access to all programs. Letters are translated into the native languages, along with letters in English, describing the activities and programs offered. Each ELL child is asked to sign for his/her letter of notification. The importance of the programs is explained by the ELL teacher, the official class teacher, and announcements are made over the public address system. After school and other supplemental services are provided based on need. ELA, Math, Science and NYESLAT supplemental programs are offered after school two days per week from November to March or May, subject to funding availability.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Listed below is a list of materials that are used at PS 268, in order to promote English language proficiency in our ELLs. Scaffolding, is most important at our lower proficiency levels, and lower grade levels. Scaffolding is adjusted to reflect the learning gains of the student. Computer programs may be used at the beginning level, but much teacher guidance and support must be given. As the student progresses, by grade level and proficiency level, more independent work, computer and non-computer work may be assumed by the English language learner.
- Kindergarten: Hand-held alphabet charts, manipulatives (letters, numbers) puzzles (letters, numbers) an ELL cd with school generated alphabet recognition charts, letter sounds, numbers, days of the week, months, and Dolch words, Starfall (Computer based) Mighty Books (Computer based), Big Books, Crayola on line
- Grade 1
- Harcourt- Brace Phonics workbook ELL cd with school generated alphabet recognition charts, letter sounds, numbers, days of the week, months, and Dolch words, Leap Frog, Starfall (Computer based), Mighty Books (Computer based) Carousel Readers – Dominic Press and writing component
- Sunshine Fiction – The Wright Group and writing component
- Two Voices A Read Along Series- Optons Publishing
- Letter/Sound Chart, Storytown - Harcourt Brace
- Big Book of Rhymes and Poems- Harcourt Brace
- Grade 2/3
- Harcourt- Brace Phonics workbook, ELL cd with school generated booklet with Dolch words, letter sounds, numbers, and multiplication facts. Continental Press reading comprehension workbooks.
- Jamestown Heritage Readers Book A- Jamestown Publishers and writing component. Easy True Stories, Two Voices A Read Along

Series- Options Publishing Big Book of Rhymes and Poems Crayola on line, Leap Frog , Starfall(Computer based), Mighty Books(Computer based) Tumblebooks(computer based).My Skills Tutor(Computer based)

Grade 3/4/5

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

Children Around the World- Continental Press and Writing Component

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Native language support is employed by the use of native language dictionaries, native language books,with the peer tutoring given by more advanced English language students, speaking in the native language, and by the acumen, and knowledge and skill of the ESL teacher,
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Required support services, and resources correspond to the ELLS ages and grade levels.  
When a new child comes in,in the early grades, the fear of a new school, and the actuality of not knowing the language,sets the school team in motion. The guidance counsler, the assistant principnal, even the school safety officer, and the ESL teacher, all try to make the transition for the newcomer easier and less frightening. As the ELL approaches graduation, we offer special guidance in how to select the correct junior high for the ELL.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
Once enrolled families are invited to participate in all school activities beginning with Parent Orientation at the beginnig of the school. Parents meet the teachers who share expectations for the school year.
18. What language electives are offered to ELLs?  
NA
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

## C. Professional Development and Support for School Staff

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

### 1. Professional Development

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

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

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

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

## D. Parental Involvement

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

## **E. Additional Information**

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: Emma Lazarus School

School DBN: 18K268

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

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

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

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

DBN: 18k268 School Name: Emma Lazarus School

Cluster: 1 Network: CFN 108

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

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

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

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

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

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

## Part B: Strategies and Activities

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

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

## 2013-14 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

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

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 3

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

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

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

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

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

### Part C: Professional Development

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

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

Begin description here:

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

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

### Part D: Parental Engagement Activities

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

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

## Part D: Parental Engagement Activities

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

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

### Parent Engagement Activities

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

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

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