

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**                   **18K268**

**School Name:**                       **P.S. 268 EMMA LAZARUS**

**Principal:**                             **SYLVIA FAIRCLOUGH**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Public School 268, The Emma Lazarus School School Number (DBN): 18K268  
Grades Served: Pre-Kindergarten-Grade 5  
School Address: 133 East 53<sup>rd</sup> Street Brooklyn New York 11203  
Phone Number: 7187735332 Fax: 7184937448  
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: Jean Cleophat  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 18 Superintendent: Beverly Wilkins  
Superintendent's Office Address: 1106 East 95 Street Brooklyn New York  
Superintendent's Email Address: Bwilkins@schools.nyc.gov  
Phone Number: 718 566-6008 Fax: 212 356 7510

**Borough Field Support Center (BFSC)**

BFSC: South Brooklyn Director: Cheryl Watson-Harris  
Director's Office Address: 415 89 Street Brooklyn NY 11209  
Director's Email Address: CherylWatson@schools.nyc.gov  
Phone Number: 718 759-4862 Fax: 718 759-4863

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Wendy Williams	*UFT Chapter Leader or Designee	
Bernadette McNally	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sonia John	Member/ Teacher	
Jean Cleophat	Member/ Teacher	
	Member/ Parent	
Sasha Phillips	Member/ Parent	
Evelina Graham	Member/ Parent	
Candace Augustine	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sharon Haynes	Member/Teacher	
Gavin Gorkin	Member/Parent	
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** 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 administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Public School 268, The Emma Lazarus School is a community school located in the East Flatbush section of Brooklyn, NY in Community School District 18. It is an elementary school with 430 students from Pre-Kindergarten through grade five. There are 2 full day Pre-Kindergarten classes, 3 Kindergarten classes, 2 First Grade classes, 2 Third classes, 3 Fourth Grade classes and 3 Fifth Grade classes. The school population comprises of 94% Black, 4% Hispanic, 2% White and 1% Asian students. The student body serves 6% English Language Learners and 7% special education students. Boys account for 47% of the students and girls account for 53%. The average attendance rate for the year 2014-2015 was 93.9%. P. S. 268 is a Title I school that receives Title I funding based on a poverty rate of 85%.

P. S. 268 celebrates its commitment to collaboration to increase academic achievement and social emotional development students as they move towards success in college and careers. Various teams work together to achieve measureable goals that are embedded in the New York State Common Core Learning Standards and core values of citizenship intricately embracing the Framework for Great Schools. Success of one is linked to the success of the other. Parents and Teachers, Parents and Students, Students and Teachers, Teachers and Teachers, Parents and Administrators, Teachers and Administrators, Students and Administrators along with other consultants, district and central DOE staff collaborate in teams to ensure that students' needs are met at optimal levels. Combined efforts provide an academic and social emotional experience where students are rigorously engaged in a safe learning environment by experienced teachers and staff who foster high expectations, uses technology, the arts, research based curriculum and instructional strategies to deliver optimal instruction.

P. S. 268's key area of focus is Rigorous Instruction. The capacity of teachers to implement and provide rigorous teaching practices, high levels of student engagement and differentiate instructional strategies that is aligned to student need and the articulated belief about how students learn best. Some students engage in collaboration as well as independent thinking that reflect instructional shifts, and produce work that highlight critical thinking and communicative ability, while other students comply with instructions on workbook pages leading to a lack of high-level thinking and engagement.

To deepen Rigorous Instruction, teachers and teacher leaders along with school administrators will engage in using established norms and protocols to carefully analyze assessments and student work in order to effectively plan meaningful learning opportunities that engage student thinking. Specific emphasis is placed on the lowest 1/3 of students which includes ENLs and SPED as well as black males to ensure that they are attaining measureable growth. Using the Response To Intervention model, prescribed plans are developed that builds on what students know and are able to do to get them to their grade level benchmarks and beyond.

This year P. S. 268 is a Learning Partners Plus school. We are partnered with a model host school. Selected teachers from our school visit P. S. 249 observe and learn from the best practices in place there then return to to create Lab Site Classrooms. The Lab Site Classrooms will be available for all teachers to see best practices that they can then put in place in their classrooms. Students will ultimately benefit from the increased capacity of the teachers as they prepare students to become college and career ready for the world's possibilities.

## 18K268 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	437	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	86.8%	% Attendance Rate		92.4%
% Free Lunch	87.8%	% Reduced Lunch		4.8%
% Limited English Proficient	5.7%	% Students with Disabilities		12.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		93.7%
% Hispanic or Latino	3.7%	% Asian or Native Hawaiian/Pacific Islander		1.1%
% White	1.5%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.11	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		7.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.81
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	18.5%	Mathematics Performance at levels 3 & 4		18.3%
Science Performance at levels 3 & 4 (4th Grade)	71.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

**Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In the School Quality Review Report for October 29, 2014 the area of focus for PS 268 is Quality Indicator 1.2 Pedagogy. The rating was Developing. Teacher capacity to implement rigorous teaching practices, high levels of student participation, and differentiate instructional strategies aligned to student need and the articulated belief about how students learn best is inconsistent across grades and classrooms.

Some teachers engage in collaborate as well as independent thinking that reflect instructional shifts, and produce work that highlight critical thinking and communicative ability, while other students comply with instructions on workbook pages leading to a lack of high-level thinking and participation.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of our instructional staff including ICT and ENL will deepen their pedagogy as they deliver instruction that is embedded in rigorous engaging units of Literacy and Mathematics through targeted professional development based Danielson Components 1E, 3B, and 3C. The measurement for this goal is 3% increase overall MOTP ratings teachers.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Plan curriculum maps using essential questions to guide units to student developed ELA, Math, Science work projects.	Teacher Teams	July 1, 2015 - June 30, 2016	Administrators Teacher Leaders District/Central Staff
Use established norms and protocols to facilitate Teacher Team collaborations for looking at student work and planning using data.	Teacher Teams	July 1, 2015 - June 30, 2016	Administrators Teacher Leaders District/Central Staff
Implement the Learning Partners Program where Model Teachers facilitate Classroom lab sites for other teachers to observe and then replicate best practices.	Teacher Teams	July 1, 2015 - June 30, 2016	Administrators Teacher Leaders District/Central Staff
Provide various Professional Learning around Danielson Components 1E, 3B, and 3C to support staff growth and development during weekly professional learning time, visits to identified showcase schools and other institutions.	Teacher Teams	July 1, 2015 - June 30, 2016	Administrators Teacher Leaders District/Central Staff

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources - Learning Partners Program Model Teachers, Teacher Teams, Administrators, District Support Staff, Consultants
Instructional Resources – Go Math, Expeditionary Learning, Core Knowledge Language Arts
Schedule Adjustments – Daily Common Preps, Monday and Tuesday weekly Professional Learning Times, Conference Days, Informal Meetings

<b>Part 4b.</b> 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 SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Administrators and teachers will engage in collaborative instructional cycles of observation with feedback that delineates specific action steps for improvement. A mid-point benchmark review will be held after two observations cycles to assess progress toward the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In the School Quality Review Report for October 29, 2014 Quality Indicator 3.4 High Expectations was rated Proficient. The findings reported that school leaders effectively communicated high expectations to entire staff, parents, and students. The impact was systems of support that engender highly motivated and reflective constituents that work together toward achieving school goals.

Included in the supportive evidence is the strength of teachers to hold themselves accountable for student learning and turnkey training to share newly acquired knowledge. Collective responsibility for student learning is apparent in teachers’ work with special need students. Teachers compile Response to Intervention data and monitor progress along with classroom teachers and administrators.

The school is strong in compiling data to monitor student progress. In order to actualize student growth, the school must create a more supportive environment that allows students to take ownership for their own learning, where teachers use the collected data, including work projects to prescribed feedback for students who are in the School and City lowest 1/3.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will provide prescribed actionable feedback to our students including SPED and ENLs that allows them to take ownership for their own learning, identify their areas of strength and areas for improvement and revise their work towards higher levels of achievement.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Provide various Professional Learning to support staff growth in provide timely, specific, actionable feedback during weekly professional learning time, visits to identified showcase schools and other institutions.	Teachers Students	Sept. 2015 - June 2016	Administrators Teachers
Learning Partners Program Model Teachers and Teacher Teams will collaborate to develop rubrics that provide specific language that teachers can use to provide timely, specific, actionable feedback to students.	Teachers Students	Sept. 2015 - June 2016	Administrators Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources - Learning Partners Program Model Teachers, Teacher Teams, Administrators, District Support Staff, Consultants											
Instructional Resources – Go Math, Expeditionary Learning, Core Knowledge Language Arts											
Schedule Adjustments – Daily Common Preps, Monday and Tuesday weekly Professional Learning Times, Conference Days, Informal Meetings											
Google Docs											
<b>Part 4b.</b> 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 SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

On going progress monitoring will occur throughout the school year as student work is observed and during November 2015, March 2016, May/June 2016 Parent Teacher Conferences during student and teacher led conferences.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In the School Quality Review Report for October 29, 2014 Quality Indicator 4.2 was rated Proficient. The findings reported horizontal and vertical teams engage in professional collaborations using inquiry protocols. Leadership structures focus on strengthening teacher capacity and give rise to their involvement and voice in decision-making. The impact is teacher teams reflect on their practice, provide administrators and each other with meaningful feedback that leverages changes in pedagogy, and improve learning for students.

Included in the supportive evidence is the strength of teacher teams engage in protocols to look closely at student and student work products. Each of them contributes their individual perspectives to improve upon the quality of instruction on the grade. For example, an in-depth analysis of writing work samples surfaced trends associated with accomplishing the learning objective, the content writing, and students’ application of writing mechanics.

For continuous improvement teacher teams will tighten the implementation of team norms and protocols to maximize the allotted time dedicated to looking at student work and plan differentiated strategies to address specific issues through effective on going professional development.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of the teachers will be provided specific professional learning opportunities for growth in ELA and Mathematics instruction as well as instructional practices leading to increased achievement of all students.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Provide various Professional Learning to support staff growth in use of established norms and protocols.	Teacher Teams,	July 1, 2015 - June 30, 2016	Administrators Teacher Leaders District/Central Staff
Use the Danielson Rubric to support teacher pedagogy with feedback for growth and development.	Teacher Teams,	July 1, 2015 - June 30, 2016	Administrators Teacher Leaders District/Central Staff
Provide opportunities such as workshops, performances, celebrations, that promote teacher-parent collaborations to improve student achievement.	Teacher Teams,	July 1, 2015 - June 30, 2016	Administrators Teacher Leaders District/Central Staff

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources - Learning Partners Program Model Teachers, Teacher Teams, Administrators, District Support Staff, Consultants  Instructional Resources – Go Math, Expeditionary Learning, Core Knowledge Language Arts  Schedule Adjustments – Daily Common Preps, Monday and Tuesday weekly Professional Learning Times, Conference Days, Informal Meetings											
<b>Part 4b.</b> 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 SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The Professional Development plan will outline the specific identified professional development for individual and groups of teachers. At the beginning of the year, in collaboration with administrators, goals are determined. Between January and February 2016 a mid-point check meeting will be held to assess the progress towards meeting the identified goals. End of year conferences will provide an opportunity to reflect on goals met or not yet attained.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5D – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In the School Quality Review Report for October 29, 2014 the schools Citywide Instructional Focus was “Engaging Student Discussion and Developing Stronger Writers. As evidenced in the report there were inconsistencies across the grades in the instructional staff having clear expectations for student discussions. Questions were planned however teachers did not persist for students to engage in meaningful discussions.

In order to strengthen student discussion the focus will be on the planning (Danielson 1E) for rigorous and engaging instruction (Danielson 3C) that minimizes teacher directed instruction and increase time for student engage in meaningful discussions (Danielson 3B).

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 90 % teachers will plan for and deliver rigorous, engaging instruction that provide students numerous opportunities to have relevant discussions that increases their critical thinking and is evidenced in increased MOTP results in Danielson components 1E, 3B, and 3C.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Teacher Teams will collaborate to develop grade specific discussion prompts for classroom use.	Administrators  Teachers	Sept. 2015 - June 2016	Administrators  Teacher Leaders  TDEC
School Leaders will use the Danielson rubric to rate component 3B – Using Questioning and Discussion Techniques.	Administrators  Teachers	Sept. 2015 - June 2016	Administrators  Teacher Leaders  TDEC
District Staff will support School Leaders to ensure consistency in the interpretation of the Danielson rubric.	Administrators  Teachers	Sept. 2015 - June 2016	Administrators  Teacher Leaders  TDEC
School Leaders will use videos to establish a shared belief system of effective and highly effective classroom practices for the Danielson rubric.	Administrators  Teachers	Sept. 2015 - June 2016	Administrators  Teacher Leaders  TDEC

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources - Learning Partners Program Model Teachers, Teacher Teams, Administrators, District Support Staff, Consultants
Instructional Resources – Go Math, Expeditionary Learning, Core Knowledge Language Arts
Schedule Adjustments – Daily Common Preps, Monday and Tuesday weekly Professional Learning Times, Conference Days, Informal Meetings
<b>Part 4b.</b> 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>To engage in progress monitoring as part of an overall cycle of continuous improvement planning teachers and administrators will assess school progress toward meeting the specified goal after two observations are completed for all teachers.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

**Section 5E – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to the NYC School Survey 2014-2015 Report P. S. 268 had 84% positive responses for Strong Family-Community Ties. This is an average rating that is also 1% lower than the citywide % positive response for elementary schools.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties is to increase the NYC School Survey Results by 3 %.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>Increase the number opportunities to engage families with regular school events.</p>	<p>Parents  Students</p>	<p>Sept. 2015  - June 2016</p>	<p>Administrators  Staff</p>

			Teachers Parent Leaders District Team
Host specialized events that target specific groups of parents.	Parents Students	Sept. 2015 - June 2016	Administrators Staff Teachers Parent Leaders District Team
Host parent and child workshops	Parents Students	Sept. 2015 - June 2016	Administrators Staff Teachers Parent Leaders District Team
Host workshops and other events at varying times that fit in the schedule of families.	Parents Students	Sept. 2015 - June 2016	Administrators Staff Teachers Parent Leaders District Team

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Part 4b.</b> 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 SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded	X	In Kind	X	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 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 below the following scale scores.  Grade 3 - 299  Grade 4 - 296  Grade 5 - 297  Teacher recommendations	Academic Intervention  Enrichment  Online programs	Small group instruction, One-to-one teacher conferencing	Before, During and After school day, Saturday school and Holiday session.
<b>Mathematics</b>	Students scoring below the following scale scores. Grade 3 - 293 Grade 4 - 284 Grade 5 - 289 Teacher recommendations	Academic Intervention  Enrichment  Online programs	Small group instruction, One-to-one teacher conferencing	Before, During and After school day, Saturday school and Holiday session.
<b>Science</b>	Based on ELA  NYS Science Results  Teacher recommendations	Academic Intervention  Enrichment  Online programs	Small group instruction, One-to-one teacher conferencing	Before, During and After school day, Saturday school and Holiday session.
<b>Social Studies</b>	N/A			
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At Risk counseling services.	Counseling	Small group  One-to-One	Before, During and After school day, Saturday school and Holiday session.

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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>

### 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.
In order to recruit, retain, assign and support high quality professionals, administrators employ a collaborative approach to hiring, supporting and developing highly qualified candidates to join the school team. Teachers set individual, team and school-wide professional goals that provide opportunities for them to engage in their own growth and development. Teachers actively engage in providing turnkey professional development to their colleagues which increase their leadership capacity.

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development is the cornerstone of school improvement at P. S. 268. Teachers, school administrators, paraprofessionals, other staff members, as well as District, Borough Field Support Center, and Central staff participates in ongoing Professional Development to promote student achievement towards meeting the Common Core State Standards. Topics include unpacking CCSS in ELA and Mathematics, Effective Unit and lesson planning, analysis of data to promote student success and specific pedagogical practices that enhance instruction. Professional development occurs in weekly, monthly and other identified times.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 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).

N/A

#### 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.).

P. S. 268's Transition Plan for assisting Preschool children from early childhood programs to the elementary school program includes an aligned CCSS curricula, vertical collaboration between preschool and early grade teachers, creating a culture that promotes a welcoming environment for families, ongoing professional development to support teacher pedagogy, opportunities for parent engagement including access to staff, welcome to Kindergarten receptions and a culminating preschool graduation ceremony.

##### 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.

Classroom teachers meet in grade level and teacher teams weekly to review student assessment data. They analyze student performance and progress using formative and summative assessment to inform their instructional plans. Teams such as MOSL, SLT, SIT, Grade Leaders, etc. participate in decision making to use and the selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

##### 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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	347,670.00	X	13, 15, 18, 20, 22

Title II, Part A	Federal	122,549.00	X	13, 15, 18, 20, 22
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,121,515.00	X	13, 15, 18, 20, 22

**<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 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 K with an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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**, 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** 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, School Quality 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 on assessments.

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

Provide high quality curriculum and instruction consistent with Common Core 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 prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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.

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

**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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>The Emma Lazarus School</u>	DBN: <u>18K268</u>
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 type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input 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: _____
# of certified ESL/Bilingual teachers: _____
# of content area teachers: _____

**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: \_\_\_\_\_

**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: \_\_\_\_\_

**Part D: Parental Engagement Activities**

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

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

Begin description here: \_\_\_\_\_

**Part E: Budget**

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

Allocation Amount: \$0

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	_____	_____

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
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)		
Travel		
Other		
<b>TOTAL</b>	<b>0</b>	

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

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

### B. Language Allocation Policy Team Composition

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

Principal <b>Sylvia Fairclough-Leslie</b>	Assistant Principal <b>Rick Romain</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>0</b>	School Counselor <b>Angela Newton</b>
Teacher/Subject Area <b>Christina Remise/ELA</b>	Parent <b>Pierre Jean Louis</b>
Teacher/Subject Area <b>Sharon Haynes/Math</b>	Parent Coordinator <b>Imogene Thomas</b>
Related-Service Provider <b>Angela Newton/Guidance</b>	Borough Field Support Center Staff Member <b>Cheryl Watson Harris</b>
Superintendent <b>Beverly Wilkins</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>1</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<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>394</b>	Total number of ELLs	<b>24</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input 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

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	24	<b>Newcomers</b> (ELLs receiving service 0-3 years)	23	<b>ELL Students with Disabilities</b>	0
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	1	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0									0
<b>DL</b>										0
<b>ENL</b>	23			1						0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Haitian	2	2	1	2	2	4								0
SELECT ONE	3	1	1	1	2	1								0
Arabic	1					1								0
<b>TOTAL</b>	<b>0</b>													

**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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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### Freestanding English as a New 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	3	1	1	1	2	1								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1					1								0
Haitian	2	2	1	2	2	4								0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	6			1	1	5								0
<b>Emerging</b> (Low Intermediate)		1			1									0
<b>Transitioning</b> (High Intermediate)		1	1	1		1								0
<b>Expanding</b> (Advanced)		1	1	1	2									0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	3	1			0
5	3				0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	3		1						0
5	6								0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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. NYSITELL and NYSESLAT data is also used to assess the early literacy 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL 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 ENL 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 ENLs 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.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Patterns across NYSESLAT modalities affect and determine instructional decisions. If a student scores poorly on his/her listening skill section, or if the class as a whole did not perform well on the listening portion of the NYSESLAT, more class time and instruction is employed to mitigate the listening deficiency. Read a-louds, audio tapes, and computer based technology will be used extensively and is used extensively. Annual Measurable Achievement Objectives are a new and important driving force in the instruction of ENLs. 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 ENL 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 performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home 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). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] Within the RtI framework data is used 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 provides 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 student's new 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:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?
- NA
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). We review and assess the quality of our ENL program by the percentage of students 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 exam our students' ELA, math scores and science scores on the standardized tests. We also measure how well our program is doing anecdotally: Seeing how our once ELLs are now faring in the non-Enl world.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.  
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 ENLs.

The steps taken to annually evaluate ENLs 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 ENL students with IEPs are provided with mandated testing modifications in compliance with IEPs; annual ENL 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. The certified ENL teacher (Ana Paez) is responsible for administering the assessments.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

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 ENL 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 the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

If parents do not attend the first meeting, a second or third meeting are scheduled, very soon after the first meeting, following the same procedures. Again letters are sent out, in English and the home language, notifying the parent about the meeting and its importance. Any sibling or relative who might be in the school is asked to help in notifying the parent. The school safety officer, who is situated at the front door, is also asked to help in the identification and contacting of the a parent. The Parent coordinator is asked to assist in this process where we find it necessary. If parents do not respond, at Open School Night and Day, in the beginning of November, parents are met with, and have the program explained to them, and the ENL 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 teacher and the school administration. The Network and the office of ENL is contacted if necessary.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

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 ENL 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 teacher and the school administration. We honor parent choice and make strong outreach to collect all required documents.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

The administering of the NYSESLAT, to insure that all Enls are given the NYSESLAT, is 1) double-checking to make sure each and every ENL is identified, first by utilizing the appropriate a.t.s report, then by the ENL teacher making sure each ENL 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. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.  
**The school communicates using written and oral translations to communicate to parents.**
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
**The ENL teacher monitors the Parent Survey and Program Selection forms.**
9. Describe how your school ensures that placement parent notification letters are distributed.  
**Placement parent notification letters are distributed directly by the ENL teacher.**
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
**A separate file is maintained for ELL documentation by the ENL teacher.**
11. 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.  
**A schedule is developed by the ENL teacher and another teacher assist to administer all sections.**
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
**There is constant communication between the ENL and the parents to share notifications.**
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
**Trends in recent years reveal continued selection of ESL as the parent choice.**

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
1) P.S.268 utilizes only the ENL 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.
  - b. TBE program. *If applicable.*  
NA
  - c. DL program. *If applicable.*  
NA
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 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 NYSITELL 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 ENL instruction per week. Instruction is delivered only by a certified ENL teacher- who employs ENL methodology in the instruction of his students. Students receive daily instruction in ELA for a minimum of 90 minutes.
3. Describe how core content is delivered in each program model. 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 ENL model. As such English is used as the language of instruction. Content areas are made comprehensible to the ENL 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 ENLs. Google Translates both in its audio form and in its scripted forms. Expeditionary Learning is the NYS common core aligned literacy based program used to implement the learning standards on grades 3-5. This program enfuses close readings of rich text that is both fiction and non fiction. Kindergarten through grade 2 uses Core Knowledge Language Arts program to implement the learning standards. This powerful uses read alouds with explicit teaching of skills and strategies teach reading.

4. How do you ensure that ELLs are appropriately evaluated in their home 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 ENL teachers are supported to development of methods of appropriately evaluating ENLS 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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

At P.S.268 we not only differentiate instruction for ELL subgroups but we try to differentiate instruction for each child or small groups of students. End goals are different for certain subgroups, and different levels of performance are expected from different children. Scaffolding techniques are utilized to allow different children to attain the desired goals, a) SIFE children are given extra instruction in English language learning. The children are exposed to the most primary of skills. Listening to, and hearing the English language, and speaking the English language is of the utmost importance. Listening to the language with visuals-computer based programs (Starfall), discs with books (Options-Two Voices), audio discs with the alphabet, numbers , days of the week etc, with coordinating literature, picture dictionaries, plus instruction at a lower grade level than age appropriate, will help the child to make up his or her SIFE gap. Extra minutes of ESL instruction- immersion- are of utmost importance. At present we have no SIFE children in our school.

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

The ELLs who are here for less than three years that have mastered the listening and speaking skills are given the tools and tasks to master the reading and writing skills. At P.S.268 the reading and writing skills are taught simultaneously. When we learn a new word, or learn to decode a new word, we speak it, then we write it in sentences- for grade 2 and above and sometimes in grade 1. For students in grade 2, and in grade 1, we teach the children to comprehend text. We teach our new ENLS ( 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 ENLs to take the standardized tests by presenting them with multiple practice tests given under standardized testing conditions. The ENL teacher and the homeroom teachers present the students with strategies and skills thus enabling them to master the standardized tests. Subject to funding, ENL 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 ENL function. We are thus continually preparing the children for the standardized tests at P.S.268

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

Chart students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section.

N/A

8. 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 ENL-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.

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

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

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
Chart		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

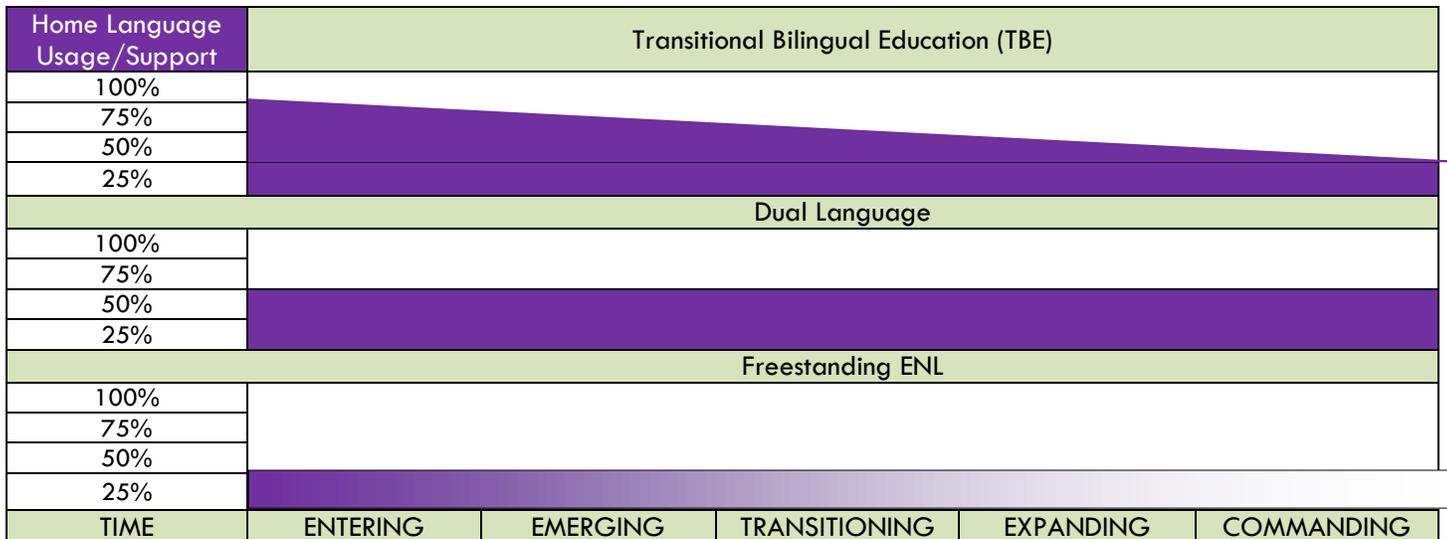


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 ENLs 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.
11. 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 ENLs who have gained proficiency. The former ENLs periodically attend classes with their former cohorts. The former ENLs 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.
12. 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.
13. 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.
14. 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 ENL 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 NYSESLAT supplemental programs are offered after school two days per week from November to March or May, subject to funding availability.
15. What instructional materials, including technology, are used to support ELLs? Include core 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 ENL 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 ENL 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 – Dominie 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, ENL 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- Optons 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)

16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
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,
17. Explain how the school ensures all required services/resources support and 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 ENL teacher, all try to make the transition for the newcomer easier and less frightening. As the ENL approaches graduation, we offer special guidance in how to select the correct junior high for the ENL.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
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.
19. What language electives are offered to ELLs?  
NA
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
**Professional Development**  
The schools Professional Development Plan includes the ENL teacher's participation in all Literacy, Mathematics and Science in house sessions provided for the classroom teachers. Additionally the ENL teacher and teachers with ENL students in their classes receive professional development from the administration and the Network staff in specific topics such as vocabulary development for ENL. Citywide Professional Development opportunities are also used to supplement the schools Professional development plan.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
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 ENL teacher on September 4, 2013 and November 5, 2013. the focus was on Language development.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
During our middle school transition year, staff including teachers, guidance counsellors, administration and the parent coordinator work closely with the ENL 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. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
The ENL teacher will attend a minimum of 7.5 hours of ENL development at ENL 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 ENL teacher gain proficiency and insight to the teaching of ENLs.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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 ENLs, 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 caps off the years activities.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

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. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. School generated Parent surveys and the annual school survey (Spring) are used to determine parent need. Teachers also do interest survey of their specific students and parents.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

The school administration determines how to address Parent involvement activities. The most recent parent survey resulted in Parent meeting to review NYS testing data.

5. How do you evaluate the needs of the parents?

Paste response to question here:

6. How do your parental involvement activities address the needs of the parents?

We try to cover the needs expressed by parents.

### D. Additional Information

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

NA

**School Name:** ps 268

**School DBN:** 18k268

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sylvia Fairclough-Leslie	Principal		10/29/15
Rick Romain	Assistant Principal		10/29/15
Imogene Thomas	Parent Coordinator		10/29/15
Ana Paez	ENL/Bilingual Teacher		10/29/15
Pierre Jean Louis	Parent		10/29/15
Christina Remise/ELA	Teacher/Subject Area		10/29/15
Sharon Haynes/Math	Teacher/Subject Area		10/29/15
NA	Coach		10/29/15
NA	Coach		10/29/15
Angela Newton	School Counselor		10/29/15
Beverly Wilkins	Superintendent		10/29/15
	Borough Field Support Center Staff Member		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01



**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 18K268      School Name: Emma Lazarus School**  
**Superintendent: Beverly Wilkins**

**Before you begin, please check the following:**

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

**Part A: Identification and Assessment of Limited-English-Proficient Parents**

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Spanish, Haitian Creole, Arabic, Mandarin

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Notices, newsletters, invitations, calendars, reminders, program applications

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent meetings, parent teacher conference (Nov, March, May), curriculum workshops, guidance meetings

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Documents will be translated into each specific identified language in advance of distribution. Staff members who speak the language will contact families to share the information as needed.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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 staff and by babblefish.com which translate word documents into various language.

## Part D: Training Staff on Policies and Procedures

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The administration and the LAC will ensure that all staff members are aware of how to use interpretation and translation services to communicate with families during staff meetings and in writing.

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

All notices are translated and sent home according to the dominant language of the parent/guardian.

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent surveys are used to provide an opportunity to parent to share their feedback to school staff regarding the quality of service. Conversations with families will elicit feedback regarding needs.