2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 24Q068
School Name: P.S. 068 CAMBRIDGE
Principal: ANNEMARIE SNADECKY-SCALFARO
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Cambridge School
School Number (DBN): 24Q068
BEDS Code: 342400010068
Grades Served: Pre K – 5
School Address: 59-09 St. Felix Avenue, Ridgewood, NY 11385
Phone Number: 718 821-7246 Fax: 718 497-8945
School Contact Person: Anne-Marie Scalfaro Email Address: asnadec@schools.nyc.gov
Principal: Anne-Marie Scalfaro
UFT Chapter Leader: Anne Nelson
Parents’ Association President: Gwen Schantz
SLT Chairperson: Karen Gleason
Title I Parent Representative (or Parent Advisory Council Chairperson): Gwen Schantz
Student Representative(s): n/a
CBO Representative: n/a

District Information

Geographical District: 24 Superintendent: Madeline Chan
Superintendent’s Office Address: 98-50 50th Avenue, Corona, NY 11368
Superintendent’s Email Address: Mchan2@schools.nyc.gov
Phone Number: 718 592-357 Fax: 718 592-3770

Field Support Center (FSC)

FSC: Queens Plaza North Executive Director: Lawrence Pendergast
Executive Director’s Office Address: 28-11 Queens Plaza North, Long Island City, NY 11101
Executive Director’s Email Address: LPender@schools.nyc.gov
Phone Number: 718 828-5488 Fax: 718 391-8320
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anne-Marie Scalfaro</td>
<td>*Principal or Designee</td>
<td></td>
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<tr>
<td>Anne Nelson</td>
<td>*UFT Chapter Leader or Designee</td>
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</tr>
<tr>
<td>Gwen Schantz</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Diane Cocorikis</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Alexandra Cepeda</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td></td>
<td>CBO Representative, if applicable</td>
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<tr>
<td>Karen Gleason</td>
<td>Member/Assistant Principal/ Chair</td>
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<tr>
<td>Šusanne Shivickas</td>
<td>Member/ Teacher</td>
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<tr>
<td>Sarah Brennan</td>
<td>Member/ Parent</td>
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<tr>
<td>Liza Retegui</td>
<td>Member/ Parent</td>
<td></td>
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<tr>
<td>Emily Turner</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
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<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
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<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
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<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
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</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time.

The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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PS 68 Cambridge School Mission Statement: *We believe that all children including English Language Learners, Special Education students and high achievers, can learn. We will work with parents and the community to achieve the highest academic standards. Our computer lab, literacy partners, Internet access, library and art partners are assets in helping students reach their goals. Our students will be well-informed, lifelong learners who reach their fullest potential. Everyone at PS 68 has a vision of excellence.*
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

PS 68 Cambridge School is an Elementary School with 631 students from pre-kindergarten to 5th grade. The population is comprised of 3% Asian, 2% Black, 86% Hispanic, 8% White, and 1% Hawaiian/ Pacific Islander or Multi-racial. The student body includes 17% English Language Learners and 18.5% Students with Disabilities. Currently, our students are 52% male and 48% female. The average attendance rate for the 2017-2018 school year was 92.8%.

Our school’s Instructional Focus for 2017-2018 was "in an effort to strengthen school-wide coherence and further student progress, teachers and students will focus on revision in order to improve and support teacher practice and student learning. Revision will be seen on curriculum maps, lesson plans, personal goals, student goals, and student work samples across all grades and subjects." Teachers were given professional development on looking at student data in order to make changes to their lessons and on small group instruction in literacy and math in order to make revisions on curriculum maps to support differentiation needed to address all learners. Common preps were scheduled to allow for grade level teacher teams to meet regularly to plan and make revisions to curriculum maps. Revision work will continue although the instructional focus shifts.

Upon reflecting on this year, we see improvements in reading and writing levels and we know that there is more work to be done but progress in math is stalling. This is why our instructional focus for the 2018-2019 school year will center on math. Our tentative instructional focus for 2018-19 is: Students will deepen their critical thinking in mathematics by demonstrating a balance between skills taught and evidence of conceptual understanding in order to achieve higher levels of proficiency in math.

Partnerships for 2017-2018 included:

- Studio in a School for Grades K-5
- Shubert Theater Grant with Arts Connection partnership
- Breakdancing with Casey Beauchamp for Grades 1-4
- CASA Grant with a partnership with the Queens Botanical Garden
- Service in Schools - Cambridge Caring Club which continued and built upon a grant for a sustainable garden in an urban setting awarded by the LOWES Charitable and Educational Foundation and Grow to Learn grant

We hope to continue with these partnerships in 2018-2019.

In order to reach every type of learner and think about the whole child, below are some special initiatives that are in place.

- We will continue an Enrichment Program for 2018-2019 school year. This program begins with teachers choosing areas of interest which they could facilitate (i.e. dancing, painting, puzzles, legos, songwriting, etc) then students choosing their top areas of interest. Students were grouped in grade bands K-1/ 2-3/ 4-5 and participated in 3 cycles of enrichment which was conducted every other week. Enrichment days were scheduled on days with lower attendance rates to motivate students. Enrichment will be continuing next year.
- Student attendance is monitored very closely and celebrated when classes reach 100% attendance. Be-Here-Be-a-Winner is called each day to promote perfect attendance.
- To build self-esteem and independence, we have a student volunteers/ Community Service Program. This program includes classroom helpers. We have also incorporated classroom incentives in the lunchroom such as earning emojis for positive whole class behavior. Because of these initiatives we have noticed a decrease in lunchroom incidents in OORS. During school assemblies we celebrate our top earners from our Positive Behavior Intervention System (PBIS) Program. Parents get to celebrate alongside their child.
- We are providing an eco-friendly school environment by making our students aware of their environment by recycling during breakfast and lunch daily. Our Recycling Committee, comprised of students, collects recyclables weekly as well as assisting with composting during lunch periods.
• We are continuing use of Lexia which was introduced to us two years ago as part of a grant for ENL students and has shown to help students achieve 4-20 additional literacy skills during use across the year.
• Every Friday classes perform unique presentations to extend their learning. During monthly PTA meetings every month “students of the month” are celebrated.
• As a literacy-based school, we encourage students to read during the summer by celebrating our summer readers at our first PTA meeting in the fall. This year we expanded our summer “challenge” to include not only reading projects, but use of MyOn, Lexia and IXL.

Based on an in-depth analysis of the 2018 School Quality Guide, trust received our highest score with 3.84. Trust is built into all our school goals. The 2017-2018 PPO feedback and Quality Review indicators celebrates an alignment of curriculum across classrooms which is evident of higher order thinking, student choice and planning with use of data. An area of focus is in regards to teacher teams and leadership. We will continue the work started towards the end of last year of creating a group of teacher leaders who are beginning to work on re-structuring team meetings to increase efficiency and build more capacity across our school.

We track our students in ELA and math using running records and benchmarks and analyze state exam scores. This is what the data showed in June 2018:

• According to Teacher’s College Running Records, school-wide data shows 53.47% of students met benchmark which means they are reading on or above grade level. This is an increase from 48.24% of students meeting benchmark in June 2017 and 42% in June 2016. We are continuing to make progress in reading.
• According to our in-house ELA benchmark for grades 2-5 adapted from CCLS, schoolwide data shows 16% of students meeting benchmark (level 3 or 4). 64% of students scored at a level 1 on our ELA benchmark exam.
• According to our in-house Math Benchmark from GoMath, schoolwide data shows 39% of students meeting their grade-level benchmark. Students in K-2 average 57% meeting benchmark by scoring a level 3 or 4 and students in grades 3-5 average 23% of students meeting this benchmark.
• In 2017, 37.4% of students scored a level 3 or 4 on the NYS ELA. For the 2018 NYS ELA exams, 90% of students met the promotional cut scores set by the Department of Education.
• In 2017, 34.2% of students scored a level 3 or 4 on the NYS Math exam. For the 2018 NYS math exams, 91% of students met the promotional cut scores set by the Department of Education.

3. Describe any special student populations and what their specific needs are.

ENL subgroup:

• AYP indicates
• According to the breakdown in modalities for the NYSESLAT 2016 exam, 96% of ENL students score the lowest in writing with many students scoring significantly lower than they did in the other modalities.
• According to the June 2018 running records, 14.95% of ENL students are reading on or above grade level with fifth grade scoring the highest with approximately one third of ENL students reading on grade level. This is almost 2% higher than June 2017.
• According to 2018 NYS ELA, 82% of ENL students met promotional criteria according to preliminary cut scores.
• ENL students need support in reading in the form of additional guided reading groups to move reading levels and modifications to lessons to help ENL students better access the content.
• According to 2018 NYS Math exam, 82% of ENL students met promotional criteria according to preliminary cut scores.

SWDs subgroup:

• AYP indicates
• According to the June 2018 running records, 25.88% of SWDs are reading on or above grade level with fifth grade having scoring the highest with approximately 58% reading on grade level. This is almost 10% higher than June 2017.
According to 2018 NYS ELA, 65% of SWDs met promotional criteria according to preliminary cut scores.

SWDs need support in reading through the continuation of intervention programs such as Great Leaps which was started in 2016-2017 and additional differentiated small group instruction including guided reading/strategy group lessons.

According to 2018 NYS Math exam, 76% of SWDs met promotional criteria according to preliminary cut scores.

Additional support could be used in math to better transition the conceptual skills into problem solving applications.

4. Identify 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.

We celebrate our strength in Collaborative Teachers and Trust. Teachers are committed to the success of their students. Grade level and cross grade teams meet to plan and look at student work. This year we are looking to increase the efficiency of the teams and build more capacity. Teachers volunteered to become teacher leaders towards the end of 2018 to begin working on this endeavor.

According to the 2018 School Quality Report, Supportive Environment was the weak area for the school. Teachers and students are made to feel safe in the school. According to OORS, incidences have decreased during the past school year. However, school survey results felt that only approximately 75% of students listened carefully when given directions and behaved when they teacher was watching. Unfortunately we rate poorly in the component of moving students with special needs to less restrictive environments. This past year we were able to move 2 students to a less restrictive environment and will focus on improving that in the future.

Another key area of focus, according to the Framework for Great Schools within Rigorous Instruction is the assessment of what students are learning where we rated fair. This year we have tried to streamline the way we assess students, worked on scheduling time for data analysis and further utilize SchoolNet as a tool for gathering and using data from assessments more efficiently and will continue to do so next year.
### School Demographics and Accountability Snapshot for 24Q068

<table>
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<tr>
<th>Category</th>
<th>Information</th>
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<tbody>
<tr>
<td><strong>School Configuration (2018-19)</strong></td>
<td>Grade Configuration: PK,0K,01,02,03,04, 05</td>
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<tr>
<td><strong>English Language Learner Programs (2018-19)</strong></td>
<td>Transitional Bilingual: N/A</td>
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<td><strong>Special Education Programs/Number of Students (2015-16)</strong></td>
<td># Special Classes (ELA): 68</td>
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<td></td>
<td># Special Classes (Math): 67</td>
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<tr>
<td><strong>Types and Number of Special Classes (2018-19)</strong></td>
<td># Visual Arts: 24</td>
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<tr>
<td><strong>School Composition (2017-18)</strong></td>
<td>% Title I Population: 71.0%</td>
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<td>% Free Lunch: 67.2%</td>
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<td>% Limited English Proficient: 15.8%</td>
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<td><strong>Racial/Ethnic Origin (2017-18)</strong></td>
<td>% American Indian or Alaska Native: 0.0%</td>
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<td>% Hispanic or Latino: 85.6%</td>
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<td>% White: 7.7%</td>
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<td><strong>Years Principal Assigned to School (2018-19)</strong></td>
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<td><strong>% of Teachers with No Valid Teaching Certificate (2015-16)</strong></td>
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<tr>
<td><strong>% Teaching with Fewer Than 3 Years of Experience (2014-15)</strong></td>
<td>8%</td>
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<td><strong>Student Performance for Elementary and Middle Schools (2017-18)</strong></td>
<td>ELA Performance at levels 3 &amp; 4: 44.8%</td>
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<td>Science Performance at levels 3 &amp; 4 (4th Grade): 93%</td>
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<td><strong>Student Performance for High Schools (2017-18)</strong></td>
<td>ELA Performance at levels 3 &amp; 4: N/A</td>
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<td>Global History Performance at levels 3 &amp; 4: N/A</td>
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<td>4 Year Graduation Rate: N/A</td>
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<td>Reward: No</td>
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### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

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<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>Limited English Proficient: N/A</td>
<td>Limited English Proficient: N/A</td>
</tr>
</tbody>
</table>

#### High School

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>Black or African American: N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>Black or African American: N/A</td>
<td>Asian or Native Hawaiian/Others Pacific Islander: N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>Multi-Racial: N/A</td>
<td>Limited English Proficient: N/A</td>
<td>Limited English Proficient: N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient: N/A</td>
<td>Limited English Proficient: N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>Limited English Proficient: N/A</td>
<td>Limited English Proficient: N/A</td>
</tr>
</tbody>
</table>
### 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

<table>
<thead>
<tr>
<th>1. What are the school’s strengths relative to this Framework element?</th>
<th>Indicate the data trends, source and year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

In terms of instruction, PS 68 shows the following strengths:

- The June 2018 teacher evaluations based on Danielson Framework for Teaching shows 100% of teachers rate effective or highly effective in domains 1 and 2. In domain 3, school level MOTP showed 98% of teachers rated effective or highly effective in 3B (Questioning and Discussion) and 3c (Engaging Students in Learning); this was a 7% increase from June 2017.
- Reading on-grade level broke 50% with 53.47% students reading on or above grade level in June 2018. Reading progress continues to increase across the year.
- Narrative Writing for ENLs increased from only 1% of students in K-5 scoring a level 3 or 4 in September 2017 to 17% in June 2018. In September 2017, 65% of ENL students scored a level 1 and by June 2018 only 31% of ENL students scored a level 1.
- Pre-liminary cut scores for 2018 NYS ELA and math exams show 90% of students meeting promotional criteria.

This year the priority need is in math.

- GoMath pre-requisite math inventory which assessed the previous grade level standards given in September 2017 showed only 21% of students schoolwide entering with proficiency in the previous year’s math standards.
- The GoMath end of year school benchmark given in June 2018 showed 39% of students in kindergarten through grade 5 showing proficiency by achieving a level 3 or 4 on grade level standards.
- NYS ELA & Math cut scores for June 2018 showed 89% of third graders, 90% of fourth graders and 92% of fifth graders meeting promotional criteria. However, historically when the actual math scores come in the percentage drops significantly. In June 2017, the cut scores for NYS Math in third grade showed 87% meeting promotional criteria but 38% ended up scoring proficient; in fourth grade, 90% had met promotional criteria and 32% ended up scoring proficient.
- According to the teacher observations using the Danielson Framework, the area of need is 3d (Using Assessment in Instruction). In 3d, 29% of teachers rated developing in June 2018.
- According to the Quality Review 2016-2017 an area of celebration includes having a culture of mutual trust and positive attitudes that support the academic and personal growth of the students and teachers. An area of focus is ensuring engaging, rigorous and coherent curricula in all subjects, accessible for a variety of learners and aligned to standards. This shows that although students feel safe and happy in class but more needs to be done to reach all the diverse learners in our classrooms.

This data identifies identifies a need for math to be a school wide focus in order to ensure that students are developing the necessary critical thinking skills needed to meet common core standards in math.
Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, teachers will implement a Problem of the Day and utilize games and centers in order to improve math conceptual understanding for students in kindergarten through fifth grade as measured by an 5% increase in math benchmark proficiency.
# Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s): Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel: Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students, classroom teachers, literacy staff</td>
<td>Sept 2018-June 2019</td>
<td>Administration (Principal &amp; Assistant Principals), Math Coach, Data Specialist, ENL teachers, Technology liaison &amp; all Classroom teachers and paraprofessionals</td>
</tr>
</tbody>
</table>

- creation of grab and go games and centers
- planning a problem of the day with test-like language
- increasing writing about math with journal activities
- daily questions requiring critical thinking; taking the fear out of word problems by making them more routine for all
- daily math homework including more word problems
- monthly teacher team meeting for planning and revising of math units
- professional development cycles for teachers
- professional development for teachers from GoMath specialists
- increased use of online math resources (IXL and GoMath)
- strengthening math fluency
- part time math coach to support staff
- AIS groups formed using math pre-requisite inventory data and facilitated by ICT teachers on each grade
- working with QNFSC to develop a data tool to better analyze math data
- IXL online math resource

- All students & teachers with a specific emphasis on
- Sept 2018-June 2019
- Administration (Principal & Assistant Principals), Math Coach, Data Specialist, all
- GoMath online math resource also available in Spanish translation for ELLs
- Language Objectives with language functions and structures in each lesson
- Utilization of components of Balanced Literacy such as shared and interactive writing to support journal activities
- Manipulatives, models and visuals to support ELLs and SWDs
- Before/ Afterschool programs using Common Core Clinic

<table>
<thead>
<tr>
<th>Language Objectives with language functions and structures in each lesson</th>
<th>SWDs and ELLs</th>
<th>Classroom teachers, paraprofessionals, Special Education teachers &amp; ENL teachers</th>
</tr>
</thead>
</table>

Everyone works together towards a shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community is respect. School staff, parents, and students and administrators value each other.

| Entire school community | Sept 2018-June 2019 | entire school community |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parent Coordinator, Administration, Coaches, Data Specialist, PTA, ENL teachers and grade level teacher teams will implement and oversee family engagement in achieving this goal by:

- running parent workshops on topics such as using IXL and GoMath online, understanding math test scores, math games to play at home, how to help your child with homework, writing about math, and increasing critical thinking across the year

- running parent workshops on math for ENL students and SWDs

- using parent engagement time for parents to speak to teachers and attend relevant workshop/ "tip" sessions

- holding a Math Family Fun Night event

A minimum of three workshops will be held prior to January 2019 by ENL teachers, coaches and/or grade level teams with at least three additional workshops held after January 2019 by ENL teachers, coaches and/or grade level teams as planned in the school calendar by the parent coordinator.
Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part-time math coach, ENL staff, Parent Coordinator, PTA, Guidance Counselor; GoMath books, online resources and service contacts; IXL - Fair Student Funding (FSF)

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>X</th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th>X</th>
<th>Title III, Part A</th>
<th>X</th>
<th>Title III, Immigrant</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

A pre-requisite inventory, as well as a mid-year and end of year benchmark from GoMath will be administered schoolwide. Grades will give GoMath tests following each chapter. These results will be analyzed throughout the year.

By February 2019, after 6-7 math chapters have been completed, students will show 40% proficiency in domains taught according the GoMath mid-year benchmark.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

GoMath mid-year benchmark

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

   The safety and happiness of students is always a priority.

   - Attendance is 93%.
   - Overall incidences in OORS went down from 53 incidences in 2017 to 48 incidences in 2018.
   - According to OORS, incidences occurring in the cafeteria accounted for 17% of incidences in June 2018 down from 23% in June 2017.
   - We are a Respect for All school.
   - According to 2016-2017 Quality Review school culture is a well-developed area.
   - PBIS is working well and growing in the school with a school store for top earners and incentives in the cafeteria.

In determining a priority need for this Framework element, data shows that

   - In 2016-2017, 2 ICT students moved to general education and 1 to just related services.
   - In 2017-2018, 2 students were de-certified from SETSS
   - In 2017-2018, 3 students were mainstreamed for math instruction.

Minimal data shows students moving into a less restrictive environment in order to support the whole child.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, in an effort to maximize inclusion in general education classes, SWDs will be scheduled in general education classes for subjects in areas of strength as evidenced by the number of periods of mainstreaming as per their IEP.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>Sept 2018 - June 2019</td>
<td>Assistant Principal, Guidance Counselor, Parent Coordinator, Coaches, PBIS Committee, PTA</td>
</tr>
<tr>
<td>All students</td>
<td>Sept 2018 - June 2019</td>
<td>Assistant Principal, Guidance Counselor, Parent Coordinator, Coaches, PBIS Committee, PTA</td>
</tr>
<tr>
<td>Entire school community</td>
<td>Sept 2018 - June 2019</td>
<td>Assistant Principal, Guidance Counselor, Parent Coordinator</td>
</tr>
</tbody>
</table>

- Special Education vertical team meetings will be scheduled
- Grade meetings looking at SWDs data for students showing strength in a particular area
- Enrichment schedule that mixes up students in a grade band based upon interests
- Buddy system to partner up self-contained classes with general education classes for non-core subjects and/or activities such as physical education classes or art programs.
- Assemblies supporting the whole child with topics such as inclusion and accepting differences
- PBIS check-in, check-out system
- Community service workers and peer mediators
- The school will work with teachers and parents as partners to ensure that all students feel safe, supported and challenged by continuing Positive Behavior Intervention System (PBIS).

Everyone works together towards a shared goal of improving students outcomes, preparing students for success in school and beyond and across the school community is respect. School staff, parents, students and administrators value each other.
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Administration, Guidance Counselor, Parent Coordinator, PBIS Committee as well as the entire staff will help to implement and oversee this goal throughout the school year.

- Parent engagement time for parents to meet to discuss concerns
- Parent workshops on how to support students at home
- Use of a mental health representative from Thrive NYC to bring in people or organizations to support parents, students and teachers

Part 4 – Budget and Resource Alignment

<table>
<thead>
<tr>
<th>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance counselor, PTA, SIT, Mental Health Liaison, special education teachers (TL and FSF)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
</tr>
<tr>
<td>C4E</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIT will review students twice a month and keep a chart on students being mainstreamed. This data will be reviewed quarterly during cabinet as well as during SLT meetings.</td>
</tr>
</tbody>
</table>

By February 2019, in an effort to maximize inclusion in general education classes 5 students will be mainstreamed in a subject area which is an increase of 2 students compared to last year as evidenced by their IEP.

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP - recommended service page</td>
</tr>
</tbody>
</table>

| Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

In the area of collaborative teachers,

- The 2015-2016 PPO indicated that our teacher teams was an area of celebration.
- Common preps are scheduled to allow for grades to meet together as well as Other Professional Work time on Tuesdays which can be used for planning. Teacher teams look at student work to identify problems of practice to address across the year.
- The 2016-2017 Quality Review stated school culture was a well-developed area.
- By June 2018 100% of teachers had a uniform portfolio showcasing student work and progress across the year.
- According to the detailed MOTP report, 4% of teachers rated developing in 4e (Growing and Developing Professionally).
- School Level MOTP shows 83% of teachers scoring a 1 in 4e (Growing and Developing Professionally).
- In 2016-2017, all teachers received an overall effective or highly effective rating in Advance indicating teachers have expertise to share.
- Information gathered during summative conferences in 2018 indicated many wonderful things happening in classrooms.

The need is to build capacity by building a community of learners where teachers can learn from each other.

Part 2 – Annual Goal

Indicate your school's 2018-19 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 2019, in an effort to improve instruction and build a community of learners teachers will open their classroom to colleagues and visit colleagues as evidenced by intervisitation sheets and measured by an increase in 4e ratings on observations.
## Part 3a – Action Plan

### 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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of protocol for consistent feedback and reflection during intervisitations</td>
<td>All students and teachers</td>
<td>Sept 2018-June 2019</td>
<td>Principal, Assistant Principals, Coaches, Data Specialist, teachers and TC staff developers</td>
</tr>
<tr>
<td>Administration and coaches attending teacher team meetings and meeting with individual teachers to work on implementing next steps determined by analyzing student work and from observation feedback</td>
<td>All students and teachers</td>
<td>Sept 2018-June 2019</td>
<td>Principal, Assistant Principals, Coaches, Data Specialist, teachers and TC staff developers</td>
</tr>
<tr>
<td>Weekly common prep periods for grades</td>
<td>All students and teachers</td>
<td>Sept 2018-June 2019</td>
<td>Principal, Assistant Principals, Coaches, Data Specialist, teachers and TC staff developers</td>
</tr>
<tr>
<td>Professional Development Calendar with staff development, workshops and schedules for Monday and Tuesday professional development time.</td>
<td>All students and teachers</td>
<td>Sept 2018-June 2019</td>
<td>Principal, Assistant Principals, Coaches, Data Specialist, teachers and TC staff developers</td>
</tr>
<tr>
<td>Teacher meeting time to analyze student work and determine next steps and revisions in instruction.</td>
<td>All students and teachers</td>
<td>Sept 2018-June 2019</td>
<td>Principal, Assistant Principals, Coaches, Data Specialist, teachers and TC staff developers</td>
</tr>
<tr>
<td>Planning as a grade to try out new ideas and/or making plans to see how colleagues work through predictable problems in the classroom</td>
<td>All students and teachers</td>
<td>Sept 2018-June 2019</td>
<td>Principal, Assistant Principals, Coaches, Data Specialist, teachers and TC staff developers</td>
</tr>
<tr>
<td>TC staff developers scheduling intervisitation across grades and subgroups of students</td>
<td>All students and teachers</td>
<td>Sept 2018-June 2019</td>
<td>Principal, Assistant Principals, Coaches, Data Specialist, teachers and TC staff developers</td>
</tr>
<tr>
<td>Teacher teams identify sub-groups based on data to identify students with specific needs in order to adjust their unit plans to meet these needs.</td>
<td>All students and teachers</td>
<td>Sept 2018-June 2019</td>
<td>Principal, Assistant Principals, Coaches, Data Specialist and teachers</td>
</tr>
<tr>
<td>General education teachers visiting ENL and special education classes to see other teachers make the material accessible to different learners.</td>
<td>All students and teachers</td>
<td>Sept 2018-June 2019</td>
<td>Principal, Assistant Principals, Coaches, Data Specialist and teachers</td>
</tr>
<tr>
<td>Increased use of language structures and visuals for subgroups</td>
<td>All students and teachers</td>
<td>Sept 2018-June 2019</td>
<td>Principal, Assistant Principals, Coaches, Data Specialist and teachers</td>
</tr>
</tbody>
</table>

Everyone works together towards a shared goal of improving students outcomes, preparing students for success in school and beyond and across the school community is respect. School staff, parents, students and administrators value each other.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
Administration, coaches, parent coordinator and teachers will support, implement and oversee this goal.

- Parent Workshops will be held monthly focusing on various student needs related to academics with tips to help out at home.
- Parent Engagement time used to meet for individual conferences regarding student needs.

Part 4 – Budget and Resource Alignment

<table>
<thead>
<tr>
<th>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent coordinator, Professional Development Plan, Per session/per diem for translators</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
</tr>
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<td>C4E</td>
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</tbody>
</table>

Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By February 2019 all teachers will have taken part in at least 1 intervisitation as evidenced by an intervisitation form and monthly team meetings will include a professional development debrief as evidenced by teacher team agendas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervisitation sheets and teacher team agendas</td>
</tr>
</tbody>
</table>

| Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

According to the NYC School survey results in 2016, effective school leadership is our area of strength.
- The principal conveys a clear vision for the school and strong sense of school community.
- The weakest component in this area is better coordination of instruction across grades. According to to quality review indicators and PPO visits, systems for the use of assessments and data in driving instruction across the school is an area of need.
- In June 2018, 53.47% of students in kindergarten through grade 5 were reading on or above grade level. This is over a 5% increase from June 2017 and a 13% increase from September 2017. This is highest percentage of on or above grade level readers that PS 68 has had in recent years.
- Subgroups showed lower reading level proficiency with 15% of ELLs and 26% of SWDs reading on or above grade level in June 2018.
- In 2017-2018, there was an increased use of Lexia, a research based, individualized online literacy program. Almost all students had at least partial usage. 11% of students were meeting usage.
- Students using Lexia gained proficiency in 4 - 20 skills across the year depending on their amount of usage

Data shows that reading is an area of need especially for ELLs and SWDs.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, in an effort to close the proficiency gap in reading of ENL and SWDs in grades K-5, school leaders will facilitate ENL and SWD teacher team meetings and provide targeted professional development around literacy resources as measured by a 5% increase in ENL and SWDs reading levels according to Teacher's College Reading and Writing Project running records.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- renewal of Lexia for 2018-2019 school year</td>
<td>Staff</td>
<td>Sept 2018-June 2019</td>
<td>Administration, Coaches, TC and Lexia staff developers, teachers and staff</td>
</tr>
<tr>
<td>- quarterly phone meetings with administration, literacy coach and Lexia staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 2 webinars with Lexia staff developer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 1 in-school professional development day for teachers with Lexia staff developer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- monthly check-ins for teacher and student usage at grade meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- brief discussion of data from Lexia during meetings such as IPCs, observation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- norming running records schoolwide</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- weekly lunch &amp; learns by coaches to give opportunities to support using Lexia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- twenty days of Teacher's College staff developers for lower and upper grades</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- professional development team planning necessary and appropriate professional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Lexia</td>
<td>Teachers and all students</td>
<td>Sept 2018-June 2019</td>
<td>Administration, Coaches, teachers, paraprofessionals, staff developers</td>
</tr>
<tr>
<td>- Individualized skill builders from Lexia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Guided Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- LLI and Great Leaps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Professional development around differentiation for ELLs and SWDs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Scaffolds such as prompts, visuals, technology and extended wait time

Everyone works together towards a shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community is respect. School staff, parents, students and administrators value each other.

**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Administration, coaches, parent coordinator, ENL teachers, PTA and teachers will implement, support and oversee this goal throughout the year.

- Family Event - Literacy Night, grade workshops
- Parent Workshops on using and the benefits of Lexia, running records, motivating reluctant readers, and reading strategies will be held by grade level teams, coaches, ENL and/or Special education teachers.
- Parent Workshop day at Teacher's College on literacy
- During PTA meetings sharing data around students meeting benchmark in the Principal's Report
- Charts in lobby indicating students reading on benchmark
- Lexia certificates sent home to celebrate achievements
- Parent engagement time used for parents to have one on one time to meet with staff to discuss progress

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

| Administration, coaches, teachers; Lexia; PTA, FSF |

**Part 4b.** 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 | | 21st Century Grant | | SIG | | PTA Funded | | In Kind | | 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.

By February 2019, there will be a 2% increase of ENL and SWDs reading on benchmark as compared to September 2018 and 15% of students will be meeting their usage time on Lexia.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

| TCRWP running records; Lexia usage reports |
**Part 5c.** In **February 2019**, 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 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

| 1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year. |
| 2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year. |

An increase in parental involvement will better support a student’s academic and social emotional growth. School can and should be a resource for families.

- 2% of families showed consistent parent involvement across the year.
- PTA meetings continued to have low attendance averaging less than 10 attendees each month.
- Collaborative projects among IS 77, PS 88, PS 239 and PS 68 were somewhat successful in joining schools and students together but on average only 20-30 families participated. Collaborative projects will continue in 2018-2019.
- Enrollment is on the decline. In October 2017, 650 students were enrolled and by June 2018, 630 students were enrolled.

Data shows that an increase in parent involvement is necessary to support the whole child and their family and create a stronger tie among the school, family and community.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, PS 68 will partner with a NYC DOE mental health liaison to bring in organizations to provide workshops for children, teachers and parents, in an effort to promote the health, wellness and education of the whole child, as measured by an increase in parent presence at monthly events and/or meetings.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>Students and parents of Pre K-5</td>
<td>Sept 2018 – Jun 2019</td>
<td>Teachers and staff, parent coordinators, guidance counselor, coaches, PTA, administrators, and outside organizations</td>
</tr>
</tbody>
</table>

- Professional development from outside organizations for teachers and for parents to support social and emotional well being
  - Assemblies for students

- Parent and Family workshops to support the whole child from grants such as Cook Shop and organizations such as Cornell for Nutrition
  - Orchestrate cultural events such as choral performances, art expos, talent shows, or international nights
  - Bring in outside organizations that provide various family services based on a needs assessment

- Provide workshops and lunch & learn sessions to provide parents with strategies to use at home to assist their child in their development of academic skills

- Provide information/resources on school website

- Check-in check-out for students deemed at risk by factors such as attendance or behavior

- Conduct adult English as a New Language classes

- Offer workshops related to sub-group needs

- Use of translators and translation devices at workshops and during meetings

Everyone works together towards a shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community is respect. School staff, parents, students and administrators value each other.

<table>
<thead>
<tr>
<th>Target Group</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entire school community</td>
<td>Sept 2018 – Jun 2019</td>
<td>Entire staff and neighborhood community</td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

- School staff members will provide workshops to engage the parent community and collaborate with community organizations
- DOE mental health liaison
- Cornell University and Cook Shop
- Translation head sets available
- Social media point person
- School Leadership Team will create a parent needs survey for PTA

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teachers, Parent Coordinator, Guidance Counselor, Mental Health Liaison, PTA; workshops, assemblies;

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Title I TA</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Title II, Part A</td>
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<td></td>
<td></td>
<td></td>
<td>Title III, Part A</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Title III, Immigrant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

By February 2019, 12 parents will feel welcome and participate in school events and meetings as evidence by attendance sheets.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Parent survey; sign-in sheets

Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Students in fourth and fifth grades that did not meet promotional criteria on the ELA exam in Spring 2018. Teacher recommendations based on reading levels for students in kindergarten through third grade. All students who attended summer school.</td>
<td>Guided Reading, Leveled Literacy Intervention (LLI), Great Leaps, MyLexia, Deconstruct/Reconstruct ELL strategy, and strategy lessons based on student need</td>
<td>Small group, push-in/pull-out, tutoring</td>
<td>During the day, before school and after school</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Students in fourth and fifth grades that did not meet promotional criteria on the Math exam in Spring 2018. Teacher recommendations based on math pre-requisite inventory in kindergarten through third grade. All students who attended summer school.</td>
<td>Teacher created materials based on student needs such as problem solving and fluency; Reteach lessons from Go Math; IXL; common core clinics</td>
<td>Small group, push-in/pull-out, tutoring</td>
<td>During the day, before school and after school</td>
</tr>
<tr>
<td>Science</td>
<td>Students in fifth grade that did not meet promotional criteria on the NYSScience in Spring 2018</td>
<td>Non-fiction guided reading; Cloze reading; Science based literacy units of study</td>
<td>Small group, push-in/pull-out, tutoring</td>
<td>During the day, before school and after school</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Students in fourth and fifth grade who did not meet promotional criteria on the ELA exam in Spring 2018.</td>
<td>Non-fiction guided reading; Cloze reading; social studies based literacy units of study</td>
<td>Small group, push-in/pull-out, tutoring</td>
<td>During the day, before school and after school</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Teacher recommendations for students in kindergarten through fourth grade.</td>
<td>Strategy lessons based on student needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Tier 2 students who have been spoken about at PPT meetings struggling with social-emotional issues that are interfering with academic performance. Check-in/check-out students identified through PBIS.</td>
<td>Counseling with small group discussion and role-playing. Social skills training such as maintaining eye contact, initiating conversations, sharing and manner and conflict resolution strategies. Life Skills lessons.</td>
<td>Small group one-to-one push-in</td>
<td>During the day, before school and after school</td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   The number of Students in Temporary Housing attending our school is 32 (27 are doubled up and 5 are in a shelter).

2. Please describe the services you are planning to provide to the STH population.

   Services that are planned to be provided to the STH population are:
   - At-risk counseling
   - Academic tutoring
   - Uniforms and school supplies

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   [not applicable]

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

   [not applicable]
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

not applicable
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

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.

100% of our staff is highly qualified. Professional Development is planned and of high quality. A balanced literacy approach based on Teacher’s College Reading and Writing Project is utilized school-wide. Two staff developers from Teacher’s College provide staff development to both lower-grade and upper-grade teachers. A staff developer from Go Math and Lexia offer training and support. A literacy coach and part-time math coach support staff as well.

Strategies and activities that are used to attract Highly-Qualified teachers to our school include:
- Communication with our network HR Director when vacancies occur
- Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) pool
- Administration conducts interviews and requests demonstration lessons from applicants. After observing the lesson and providing feedback, the members of the administration team make decisions based on the needs of the school
- Maintaining a teacher resource center and professional library to promote effective practices.
- Providing teachers with curriculum maps, instructional resources, and professional learning opportunities.
- Certified mentors are assigned to new teachers where they meet with them and plan inter-visitations throughout the year.
- Monthly new teacher meetings before school led by coaches support all new and untenured teachers.

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 will be paced for the year. Professional development will be planned based on supporting the instructional focus, CEP goals and teacher needs. Professional development will be cyclical and include a menu of options to facilitate the turn-keying of information. Inquiries around a problem of practice within teacher teams will be conducted in cycles three times across the year and then shared schoolwide. We also will participate in:
- Teacher’s College Principal Study Group
- Two Teacher’s College Specialty Groups, 1 data analysis day, and 1 library revision day
- Two Teacher’s College Staff Developers (upper and lower grades)
- 18 Teacher College Staff Development days with selected lab sites
30 Calendar Days provided by Teacher’s College
- Borough Field Support Center workshops for literacy, math, ELLs, special education and data

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

- Parent Workshops are offered during the year. In the spring a session includes information on transitioning to Kindergarten. Parents are also invited to District Meetings specific to pre-K presented by the Early Childhood Office.
- Parent Orientation takes place in early June for pre-K families to present an overview of kindergarten, answer questions and meet next year’s teachers.
- In May and June, pre-K students visit kindergarten classrooms. They also tour the building including the computer lab, library and cafeteria which they will use in kindergarten.
- Pre-K students are given a summer ‘goodie bag’ which includes flash cards, primary writing paper and emergent books along with the neighborhood Public Library hours and card application. Parents receive ideas for fun, educational activities and a “Kindergarten Readiness Checklist.”
- Pre-K students/families are mailed a postcard in July encouraging them to “Read every day!”
- The curriculum includes an introduction to Fundations, the word study program used in kindergarten.
- Shared reading, shared writing and turn and talks, which are daily routines in kindergarten, are used more frequently towards the end of pre-K.
- Families receive the SPARK (our school newsletter) and calendars every month, highlighting school-wide events, activities and celebrations.

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.
The use of assessments in school is decided by:
- MOSL (Measures of Student Learning) Team, which is made up of 8 members representing different populations in our school, who meet to decide which assessments will be used for the teachers’ ratings for measures of student learning which will become part of their final ratings.
- Teachers create rubrics with their grade.
- Teams such as CORE have grade representatives and discuss work from POP teacher teams and grade level teams around the schoolwide instructional focus and CEP goals then work to align it schoolwide and disseminate information.
- Each grade has subject specific facilitators and create curriculum maps which includes assessment
- A Professional Development committee plans professional development around teacher and schoolwide needs such as giving assessments and then analyzing and utilizing data gathered.
- TC staff developers facilitate groups that spend time working with running records and writing rubrics.
- Norming of assessments such as MOSL, running records and use of the writing progression is done by coaches, staff developers, MOSL team members and grade leaders.
- Analyzing and utilizing data workshops are delivered by the literacy coach, math coach and data specialist.

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. 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. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>284,287.00</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>125,391.00</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>113,646.00</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>3,836,413.00</td>
<td></td>
</tr>
</tbody>
</table>

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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

2The 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 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parent Involvement Policy (PIP)</strong></td>
</tr>
<tr>
<td>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 68Q, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public School 68Q will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
</tbody>
</table>

Parental Involvement and School Quality
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.

### Encouraging School-Level Parental Involvement

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s 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-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 to serve as a liaison between the school and families. The Parent Coordinator 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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;
- 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-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)

**School-Parent Compact**

PS68Q, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

#### I. School Responsibilities: Supporting Home-School Relationships

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

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities**

<table>
<thead>
<tr>
<th>III. Student Responsibilities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• attend school regularly and arrive on time;</td>
</tr>
<tr>
<td>• complete my homework and submit all assignments on time;</td>
</tr>
<tr>
<td>• follow the school rules and be responsible for my actions;</td>
</tr>
<tr>
<td>• show respect for myself, other people and property;</td>
</tr>
<tr>
<td>• try to resolve disagreements or conflicts peacefully;</td>
</tr>
<tr>
<td>• Always try my best to learn.</td>
</tr>
</tbody>
</table>

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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

Name of School: ____  DBN: ____

This school is (check one): [ ] conceptually consolidated (skip part E below)  [ ] NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- [ ] Before school  [ ] After school  [ ] Saturday academy

Total # of ELLs to be served: ____

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

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

Total # of teachers in this program: ____

- # 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: ______

P.S. 68's Title III program provides English Language Learners with supplemental instruction in an early bird program as well as an after-school program. Students' NYSESLAT, State Math, and State ELA scores for the past three years as well as portfolios, running records and teacher observations are used to determine the additional instruction necessary for these children. The following factors are also considered: whether or not they were a potential hold over, a long term ELL, or a special education student. The early bird/after-school program will service students in grades 2, 3, 4 and 5.

Four teachers will teach the early bird/after-school program. All classes will be taught or serviced by a licensed ENL teachers. Instruction will be in English with native language support. The program will service approximately 70 students across grades 2, 3, 4 and 5. These students are in our ELL subgroup and identified as low performing on the previous 1-3 year's NYSESLAT, NYS ELA and NYS Math exams or by Teacher College running records, GoMath math exams, as well as teacher recommendation. The early bird program will meet 3 days per week (Tuesday, Wednesday and Thursday) from 7:05 am to 8:05 am for approximately 75 sessions during the months of October through April servicing students in grades 2 and 3. The after-school program will be held each week on Wednesday and Thursday from 2:30 pm until 4:00 pm and will run through April for approximately 50 sessions servicing ENL students in fourth and fifth grade.

The early bird/after-school program specifically addresses instruction to improve language development, writing and academic vocabulary. The math component is inquiry based and focuses on problem solving, numeration, measurement, etc. and utilizes technology. Instruction will be provided by licensed ENL teachers to help students meet the standards in math, reading and writing. We will use a Balanced Literacy approach to reading and writing because it is a framework designed to help all students learn to read and write effectively. The workshop model that we will use at PS 68 is a structure used to help students reach grade level status. With this model, based on the research of Marie Clay, Irene Fountas, and Gay Su Pennell, children read and write each day independently and in group settings, both large and small. Our teachers will focus on four different types of reading experiences: read aloud, shared reading, guided reading, and Independent reading. Children will also participate in Common Core aligned test taking strategy lessons using the Common Core Clinic books published by Triumph Learning as a supplemental resource. These materials will be used by all grades. During the school day, students will be actively involved in literacy learning through the Teachers College Reading and Writing Project, the before and after school materials from Triumph Learning will support the skills and strategies taught in the workshop model. Teacher created centers will be used to provide differentiated reinforcement of skills practiced on a routine basis. Listening and speaking will also be emphasized in this integrated language approach. All experiences meet the Common Core Standards for Language Arts Instruction. Strategies will be used to unwrap difficult texts. Comprehensibility and language development will be supported.
Part B: Direct Instruction Supplemental Program Information

by "shades of meaning", language and content objectives and ENL scaffolds such as language frames and graphic organizers. Students will be given opportunities to participate in classroom activities through all modalities - speaking, listening, reading and writing. Supplementary non-fiction instructional materials that focus on the areas of student need will be provided to augment this instruction. In addition, math instruction will work on number operations and algebraic thinking, measurement, data and geometry, and numbers and operations. During the school day the students follow the GoMath program and the early bird and afterschool program will further support this instruction by using materials that will focus on each topic in isolation. General instructional supplies such as markers and chart paper will be purchased to support the program.

Part C: Professional Development

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

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

Begin description here: ______

P.S. 68's Title III Professional Development Program will focus on providing teachers with scaffolds and differentiated instructional strategies for teaching English Language Learners. These strategies are essential for effective instruction for ELLs. Teachers will learn a variety of ways to scaffold activities and different approaches for supporting the development of academic literacy. There will be a focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning standards and achieve higher scores on all state assessments. In addition, we will incorporate additional strategies addressing ELL students who also have special needs from resources such as Teacher's College and Fundations and the Wilson Program. Teachers will participate in professional development workshops. Ongoing professional development will support teachers in supporting all levels of ELLs in their class with strategies to use to scaffold lessons. These professional development sessions will be facilitated by the school's Assistant Principal, ENL teachers, as well as the literacy coach who is a licensed ENL teacher. Four teachers and one supervisor working in the supplementary instructional program will receive 3 additional sessions of professional development before school from 7 to 8 a.m. Teachers will receive professional development which includes academic language development, New Language Arts Progressions, deconstructing and reconstructing texts, language objectives and language structure and planning to support ENL standards for various levels of students. This professional development will cost 3 hours of per session pay for the 4 teachers, 1 AP and 1 facilitator. Records of professional development will include a memo prior to the professional development of dates, topics and location; agendas during the meeting; and sign-in sheets for attendance.

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

1. One hour professional development sessions will be devoted to the strategies needed to prepare ELL students to work towards the New Language Arts Progression according to their language proficiency level and to gain a clear understanding of the NYSESLAT test.
2. One hour professional development sessions will be devoted to differentiated instructional strategies including small group instruction emphasizing comprehensibility, oral language development, academic vocabulary development and language objectives.
3. One hour professional development sessions will be devoted to mathematical Instructional strategies to develop and enhance students' skills and performance on the city and state...
Part C: Professional Development

assessments. Included in this staff development, will be an increase in content area teaching including science and social studies and small group instruction. Professional development will tentatively take place one Friday morning in December 2018, January 2019 and February 2019.

Part D: Parental Engagement Activities

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

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

Begin description here:   
P.S. 68's Title III program will provide ELL parents/guardians with the opportunity to attend eight parent workshops across the year on various topics of family literacy and math so that they can better assist in the education and learning of their children at home. A series of one hour workshops will be held to accommodate different schedules. Parents will be surveyed to find out times that are agreeable to all. Parents will be provided with translation services during each workshop and will receive notification of each workshop in their native language. Refreshments will be served. Although the parent coordinator will support the parent engagement, licensed ENL teachers will conduct the workshop and provide the parents with useful information.

The first ELL parent workshop will be held on the last Tuesday of the month in October 2018 at 2:30 p.m during parent engagement time. There will be 8 parent workshops held once a month on the last Tuesday of the month at 2:30 pm which is parent engagement time. Workshops will be on the monthly school calendar and in the Parent's Corner of our SPARK monthly newsletter. Flyers will go out to parents in Spanish and English. A handout will be given with an agenda and any resources that will be shared. Attendance will be taken on a sign-in sheet.

Workshops will address the following:
* Parents will receive ideas on how to increase everyday language at home.
* Parents will gather information on Native Literacy and how it can help develop their child's English.
* Parents will become familiar with the New Language Arts Progressions.
* Parents will become familiar with technology that can be used at home to support learning.
* Parents will be given tips to improve literacy skills in native language while building English proficiency
* Parents will be coached in how to use math strategies and appropriate academic vocabulary in solving word problems.
* Parents will become more familiar with expectations for writing according to their child's level of English proficiency.
* Parents will gather information on the NYSESLAT assessment.

Additional workshops will be added or revised based on parent need/request.
### Part E: Budget

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

Allocation Amount: $____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Queens</td>
<td>68</td>
</tr>
</tbody>
</table>

School Name: The Cambridge Family School

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Anne Marie Scalfaro</th>
<th>Assistant Principal</th>
<th>Karen Gleason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>Susanne Shivickas</td>
<td>Coach</td>
<td>Pamela Hotis</td>
</tr>
<tr>
<td>ENL/BI</td>
<td>Eliza Chiriac</td>
<td>School Counselor</td>
<td>Carolyn McNulty</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Susan Miriel/Data/Grade 2</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Christine Balzafoire/UFT/Gr4</td>
<td>Parent Coordinator</td>
<td>N/A</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Kristen Cermak</td>
<td>Field Support Center Staff Member</td>
<td>Lawrence Pendergast</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Madeleine Chan</td>
<td>Other (Name and Title)</td>
<td>Gwen Schantz (PTA president)</td>
</tr>
</tbody>
</table>

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.

| ENL teachers currently teaching in the ENL program | 5 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 5 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 |
| 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) | 3 |
| Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

2018-19 CEP
Total number of students in school (excluding pre-K) 597  
Total number of ELLs 113  
ELLs as share of total student population (%) 18.93%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)  
Check all that apply  
K □ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7 □ 8 □ 9 □ 10 □ 11 □ 12 □

This school offers (check all that apply):  
Transitional bilingual education program (TBE)  
Dual language program (DL)  
Freestanding ENL

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td>K 0 1 0 0 0 0 0 0 0 1 0</td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
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<tr>
<td>TBE</td>
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<tr>
<td>DL</td>
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<td>0 0 0 0 0 0 0 0 0 0 0 0</td>
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</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

Formative assessments that are used to guide the instructional planning for ELLs includes: 0

Total 0 0 0 0 0 0 0 0 0 0 0

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

Structures that are in place include:

2. What structures do you have in place to support this effort?

Summative or benchmark assessments are:
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need? Once summative data has been gathered it is analyzed and used to form groups to target the specific academic and language needs. AIS is provided by teachers and/or push-in providers. Resources such as LLI, Wilson, double dose Fundations, IXL and RTI for GoMath are used to support the instruction.

4. What structures do you have in place to address interventions once the summative data has been gathered? Data from NYS ELA, Math, and NYSESLAT are used to form strategy groups by teachers in class. AIS groups are determined and work to strengthen skills.

5. How does your school use 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.] Data from NYS ELA exam, NYS math exam, and the NYSESLAT is used to inform ELL programs.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? (Refer to the ELL Data Analysis Tool and RLAT from ATS). The ELL Data Analysis Tool (EDAT) is used to determine strengths and weaknesses of students and form groups. This information is analyzed by ENL teachers along with the data specialist. It is then distributed to classroom teachers and professional development meetings are given to give those using this data in order to have a better understanding of it.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? The instructional model presently used at PS 68Q follows the English as a New Language (ENL) model. Entering and emerging students receive 360 minutes of instruction per week. Transitioning and expanding students receive 180 minutes of instruction per week. We have two certified ENL teachers that “push in” to service our English Language Learners. We also have three certified ENL teachers that are classroom teachers and service their own heterogenous ELL classes. Integrated ENL classes may contain Native English students. In addition, our literacy coach is also a certified ENL teacher. Our school provides the Freestanding ENL program for ELLs as per parent choice. Students are heterogeneously grouped by grade. Stand alone ENL is delivered by a certified ENL teacher and Integrated ENL is delivered by either a dual certified teacher (ESL/CB) or through co-teaching by an ENL teacher and a common branch teacher depending on the class.

### Part IV: ELL Programming

**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. Not applicable
   b. TBE program. If applicable. Not applicable
   c. DL program. If applicable. Integrated ENL with ELA is provided by either a dual certified teacher with an ESL and common branch license or by the ENL teacher along with a common branch teacher using the co-teaching model. Commanding level students receive 90 minutes a week of integrated ENL in ELA by either a dual certified teacher or co-teaching model.
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)?

   Our ENL program provides instruction with home language support emphasizing language acquisition. ENL teachers collaborate with classroom teachers to align instruction to meet the standards. Content is made comprehensible by incorporating ENL methodologies and techniques. Lessons incorporate language objectives, vocabulary development using Tier I, II, and III words, activities including all four modalities - listening, speaking, reading and writing, total physical response (TPR), visuals and realia.

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.

   ELLs are all in Integrated ENL classes that are taught in English so assessments and evaluations are in English. For assessments in mathematics or content areas translated exams and/or glossaries are provided.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

   SIFE students are supported through home language support as well as building early literacy and foundational skills through Fundations. Newcomer ELLs are provided with heavy scaffolds in lessons including visuals, picture support, home language support, realia, and various ENL techniques such as TPR, gesturing, acting out and repetition. Developing ELLs receive scaffolds that address their specific proficiency level needs which include word banks, language structures, sentence prompts, sentence and paragraph frames and continued development of academic vocabulary. No students qualify as long-term ELLs who have completed 6 or more years of ENL servicing. Former ELLs are receive 90 minutes of servicing by an ENL teacher as well as testing modifications (time and a half on assessments). They are monitored and supported through continued instruction and development of higher and more complex language structures, academic vocabulary and cognitive tasks.

5. 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

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

6. 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?

   In order to enable ELL-SWDs to achieve their IEP goals and attain English proficiency with the least restrictive environment modifications are made to lessons, language objectives are given, and scaffolds are provide to help students access the curriculum. Instructional flexibility includes differentiated instruction and various types of grouping including whole group, small group and partnerships. Flexible schedules allow for increased time on assessments, extended time for particular lessons, and repeated practice for lessons that require it.
7. 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?

Native language libraries are used to maintain ELLs literacy skills while ENL servicing is developing their academic language skills in ELA and math. Online programs such as RazKids and IXL are used as intervention programs for students below or at grade level. Another online program, Lexia was started through a grant for ELLs and provides individualized literacy support. GoMath offers online assignments, glossaries and videos to support lessons and offer practice in English and native languages. Fundations and Wilson programs are used for struggling ELLs. Afterschool programs use Common Core Clinic books which address the genres and domains as resources in ELA and mathematics.

8. 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.

Data has shown that ELL students struggle the most in the modality of writing. ENL teachers will push-in to service ELL students during writing in order to support the student’s with more small group instruction tailored to fit their needs. Professional development will be given on guided reading in order to move the reading levels of ELL students. In addition, we will continue technology programs such as Lexia, RazKids, MyOn, IXL, and online GoMath website access.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

Not applicable

10. If you had a bilingual program, what was the reason you closed it?

ELL students are given equal access to all school programs. In addition, ELL specific before and afterschool programs that support ELA and math skills development by a certified ENL teacher are offered to our ELL population in grades 2, 3, 4 and 5 three hours a week. We have applied for grants that have partnered us with Arts Connection for the past 5 years. This relationship has given some ELL classes an opportunity to work on increasing language through dance and recently musical theater.

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

Instructional materials that support ELLs include native language library books for independent reading, classroom charts, teacher-made vocabulary materials, SMARTBoards, ELMOs, and iPads.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Our ENL program offers home language support through reading materials in native language, picture rich trade books, translation when needed, English/native language dictionaries, peer support and partnerships and classroom charts with visuals that go home. Eight ELL specific parent workshops are offered across the year and every Tuesday there is parent engagement time. Surveys are distributed to gain information as to topics that parents need more support in, times which would be better for parents as well as for feedback on each workshop. These surveys are translated.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

All resources and services follow grade specific curriculum for all subject areas for all ELLs. Modifications are made in the planning of lessons and small groups to allow students of different English proficiency levels to meet these grade expectations.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

Not applicable

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
New ELLs are introduced to the school and have the opportunity to take a guided tour with our parent coordinator or an ENL teacher. The guidance counselor checks in with self-contained ELL classroom teachers to see if support is needed for new ELLs. In class, students are given different partners to provide classroom assistance throughout the day.

16. 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).

None at this time

17. What language electives are offered to ELLs?

Not applicable

18. 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)?

Vertical meetings for ENL and ELL teachers from kindergarten through grade 5 occurs one Monday a month for 80 minutes. Teacher Teams are formed cross-grade and meet on Tuesdays to study a problem of practice - one of these groups is designated for ELL teachers. During professional development topics such as understanding CR Part 154, academic language, text complexity, issues such as language versus learning disability, unpacking New Language Arts Progressions and NYSESLAT are addressed. All staff is provided professional development opportunities that include strategies for teaching ELLs, using TPR in the classroom and modifications that can be made to support ELLs in the classroom in all content areas. ENL teachers provide professional development for ELL differentiation during unit planning.
how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

Along with parent teacher conferences and initial parent orientations, quarterly progress meetings or other scheduled meetings are provided for parents or guardians to discuss the goals of the program and their child’s language development progress. Every Tuesday parents have the opportunity to meet with teachers during Parent Engagement time. Translation is provided by bilingual school staff or the DOE Translation and Interpretation Unit. Workshops are also given and end with a question and answer period for parents to discuss individual concerns.

### 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?
   
   Parents are given the chance to meet with teachers during parent engagement time on Tuesdays. Workshops are offered specifically for ELLs monthly as well as other workshops for all parents. Translation and refreshments are provided at these workshops.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
   
   Paste response here:

### 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.

Annemarie Snadecky-Scalfaro
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, P.S. 68, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/30/17</td>
<td>Principal</td>
<td></td>
<td>Karen Gleason</td>
</tr>
<tr>
<td>06/30/17</td>
<td>Assistant Principal</td>
<td></td>
<td>Barbara Malave</td>
</tr>
<tr>
<td>06/30/17</td>
<td>Parent Coordinator</td>
<td></td>
<td>Eliza Chiriac</td>
</tr>
<tr>
<td>06/30/17</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>Gwen Schantz</td>
</tr>
<tr>
<td>06/30/17</td>
<td>Parent</td>
<td></td>
<td>Susan Miriel/ Data/Grade 2</td>
</tr>
<tr>
<td>06/30/17</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>Christine Balzafoire/ UFT/ G4</td>
</tr>
<tr>
<td>06/30/17</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>Susanne Shivickas</td>
</tr>
<tr>
<td>06/30/17</td>
<td>Coach</td>
<td></td>
<td>Pamela Hotis</td>
</tr>
<tr>
<td>06/30/17</td>
<td>Coach</td>
<td></td>
<td>Carolyn McNulty</td>
</tr>
<tr>
<td>06/30/17</td>
<td>School Counselor</td>
<td></td>
<td>Madeleine Chan</td>
</tr>
<tr>
<td>06/30/17</td>
<td>Superintendent</td>
<td></td>
<td>Lawrence Pendergast</td>
</tr>
<tr>
<td>Executive Director</td>
<td>Field Support Center Staff Member</td>
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<td>N/A</td>
</tr>
<tr>
<td>06/30/17</td>
<td>Other</td>
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<td>N/A</td>
</tr>
<tr>
<td>Other</td>
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</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen</td>
<td>Gleason</td>
<td>parent coordinator</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

We initially utilize the HLIS as a method of identifying language needs of parents. Information regarding the various languages of parents can be accessed through reports on ATS such as RPOB and RAPL. Student emergency cards indicate the preferred written and oral forms of communication so that staff members are aware before they contact parents and can plan for translation needs appropriately. Teachers send home personalized surveys to help identify the individual needs of the parents of the students in their class. We have a bilingual secretary in the office to address the oral language needs of parents both in person and over the phone as well as several staff members who assist as translators when necessary in the event that a parent of limited English proficiency enters the office.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>641</td>
<td>65.14%</td>
<td>628</td>
<td>63.82%</td>
</tr>
<tr>
<td>Spanish</td>
<td>309</td>
<td>31.4%</td>
<td>316</td>
<td>32.11%</td>
</tr>
<tr>
<td>Polish</td>
<td>14</td>
<td>1.42%</td>
<td>14</td>
<td>1.42%</td>
</tr>
<tr>
<td>Chinese</td>
<td>10</td>
<td>1.02%</td>
<td>10</td>
<td>1.02%</td>
</tr>
<tr>
<td>Arabic</td>
<td>5</td>
<td>0.51%</td>
<td>5</td>
<td>0.51%</td>
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<tr>
<td>Nepali</td>
<td>2</td>
<td>0.2%</td>
<td>2</td>
<td>0.2%</td>
</tr>
<tr>
<td>French</td>
<td>2</td>
<td>0.2%</td>
<td>2</td>
<td>0.2%</td>
</tr>
<tr>
<td>Bengali</td>
<td>1</td>
<td>0.1%</td>
<td>1</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPARK Newsletter (Spectacular Parents and Remarkable Kids)</td>
<td>Monthly September 2018 - June 2019</td>
<td>online google translation then proofread by either the bilingual secretary or a Spanish paraprofessional</td>
</tr>
<tr>
<td>Memos (including conference notices, afterschool information, and event/ workshop flyers)</td>
<td>as needed September 2018 - June 2019</td>
<td>online google translation then proofread by either the bilingual secretary or a Spanish paraprofessional</td>
</tr>
<tr>
<td>Discipline Code Contract</td>
<td>the first week of September 2018</td>
<td>translated by NYC Department of Education</td>
</tr>
<tr>
<td>Goal Letters</td>
<td>the first Monday of October, December, January, February, April, and May for the 2018 -19 school year</td>
<td>online google translation then proofread by either the bilingual secretary or a Spanish paraprofessional</td>
</tr>
<tr>
<td>Monthly Calendars</td>
<td>Monthly September 2018 - June 2019</td>
<td>online google translation then proofread by either the bilingual secretary or a Spanish paraprofessional</td>
</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conferences</td>
<td>September 2018 (Meet the Teacher); November 2018 (Report Cards); March 2019 (Report Cards); May 2019 (End of Year Curriculum Night)</td>
<td>pay per session for bilingual staff to translate use of phone translation</td>
</tr>
<tr>
<td>Various Parent Workshops on topics such as attendance, curriculum, social emotional development, ELLs and SWDs</td>
<td>across the year September 2018 - June 2019</td>
<td>translation device used bilingual paraprofessional or PTA member assistance for translation</td>
</tr>
<tr>
<td>Monthly PTA meetings and Student of the Month celebrations as well as guidance calls to parents.</td>
<td>once a month Sept 2018 - June 2019</td>
<td>translation device used bilingual paraprofessional or PTA member assistance for translation</td>
</tr>
<tr>
<td>Holdover meetings, IEP meetings, ELL meetings</td>
<td>January 2019-February 2019; as needed Sept 2018 - June 2019</td>
<td>translation device used bilingual paraprofessional or PTA member assistance for translation</td>
</tr>
<tr>
<td>parent engagement time</td>
<td>Tuesdays from 2:25 - 3:05 pm September 2018 - June 2019</td>
<td>bilingual paraprofessional or bilingual secretary assistance for translation phone translation services</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Phone Messenger is a system set up and utilized school-wide which can send out a message to all student contacts in English as well as translated into Spanish the primary language needed for translation at PS 68. We also have a bilingual secretary as well as bilingual paraprofessionals who can assist in contacting or responding to questions in the event of an emergency. In addition, the school safety officer is bilingual.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.
Chancellor’s Regulation A-663 is in regards to translation, specifically in ensuring that limited English proficient parents have meaningful opportunities and accessibility to information and that minors are not used to convey information. In order to ensure that all staff members are aware of this, CR A-663 is included with the Chancellor’s Regulations portion of our school handbook which has a separate sign-off indicated that the chancellor’s regulations were received and read. It will also be highlighted by administration during staff development prior to the start of the school year during our faculty meeting where all staff is present.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Home language is entered into ATS upon registration. Translation and interpretation will be provided to those needing language assistance in person, over the phone, and in written correspondences. All memos are translated in Spanish (our primary language), our parent coordinator can help parents to utilize NYCDOE phone translation services to understand any correspondence. In-house translation is provided at meetings. All meetings begin with an inquiry to find out if any person is in need of translation. There are also translated signs upon entering the building and in the main office which inquire and supports their language needs.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

We will send out a parent survey mid-year and end of year to determine parents needs. We will have translated feedback surveys following workshops and meetings. Title I parent money in 2015-2016 was used to purchase a translation device which was used throughout the school year and will continue to be used September 2018 - June 2019.