2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 31R068
School Name: P.S. 68
Principal: LORRIE BROWN
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: 31R068  
School Number (DBN): 31R068

BEDS Code: 353100010068

Grades Served: Pre-Kindergarten, Kindergarten, First Grade, Second Grade

School Address: 1625 Forest Avenue

Phone Number: 718-816-3377  
Fax: 718-816-3378

School Contact Person: Lorrie Brown  
Email Address: lbrown14@schools.nyc.gov

Principal: Lorrie Brown

UFT Chapter Leader: Brenda Cofield

Parents’ Association President: Christine Coughlin

SLT Chairperson: Brigitte McCue

Title I Parent Representative (or Parent Advisory Council Chairperson): Melinda Viera

Student Representative(s): NA

CBO Representative: NA

District Information

Geographical District: 31  
Superintendent: Vincenza Gallassio

Superintendent’s Office Address: 715 Ocean Terrace Staten Island, NY 10301

Superintendent’s Email Address: vgallassio@schools.nyc.gov

Phone Number: 718-420-5657  
Fax: 718-420-5677

Field Support Center (FSC)
FSC: Staten Island
Executive Director: Kevin Moran

Executive Director’s Office Address: 715 Ocean Terrace Staten Island, NY 10301
Executive Director’s Email Address: kmoran@schools.nyc.gov
Phone Number: 718-420-5697 718-556-8375
Fax: 718-556-8375
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>Lorrie Brown</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Brenda Cofield</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Christine Coughlin</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>na</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Melinda Viera</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
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<tr>
<td>na</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>
<tr>
<td>na</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>
<tr>
<td>na</td>
<td>CBO Representative, if applicable/</td>
<td></td>
</tr>
<tr>
<td>Brigitte McCue</td>
<td>Member /UFT</td>
<td></td>
</tr>
<tr>
<td>Alexandra Violetta</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Melissa Wildes</td>
<td>Member/ UFT</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>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>vacant</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Amenaghawon Ayanru</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Jennifer Nelson</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Stacy Gomez</td>
<td>Member/ Parent</td>
<td></td>
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<td>Member/</td>
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<td>Member/ Parent</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>
</tr>
</thead>
<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>
</tr>
<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>
</tr>
<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>
</tr>
<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>
</tr>
</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>
</tr>
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**Our Vision:**

We, at The Port Richmond School for Visionary Learning, believe all students will learn regardless of life circumstances.
Our Mission:

Through our collective investment, students think critically, demonstrate effective problem solving skills and communicate powerfully and compellingly with a wide-range of audiences. As a school community, we celebrate the unique gift in each child and support each child to become successful academically, socially and emotionally in an environment of trust, safety and academic challenge that will prepare each child for the unimagined prospects of tomorrow.

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.

Our founding staff shares the beliefs and principles of PS 68 and is deeply committed to the success of all students. Each year our staff will expand as we welcome new students. In the 2018-19 school year, we are growing from Pre-Kindergarten through Second Grade, with approximately 240 students comprised of 48% Hispanic, 28% Black, 12% White, 6% Multiracial, 5% Asian and 1% American Indian.

The Port Richmond School for Visionary Learning is located in a former communications company central office and has been redesigned into a state-of-the-art facility with spacious learning places and natural lighting. Prior to the opening, the Office of School Design (OSD) partnered with families, district and community stakeholders to develop PS 68. The decision was informed by and responsive to family, community and district needs. Working in close collaboration with the superintendent and the new school leader, OSD convened interactive meetings and visioning activities to ensure multiple voices and ideas are represented from throughout the district to inform the design and leadership of PS 68. By 2022, we will serve approximately 450 Kindergarten through grade 5 students in Port Richmond, Staten Island.

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

We have one self-contained Special Education class of 12:1:1 serving kindergarten through 2nd grade students who have been classified as speech-impaired, learning disabled (LD) or emotionally disturbed (ED). We currently have 12 ELLs and 9 former ELLs.

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.

In our inaugural year, we focused on creating a Supportive Environment and Strong Family-Community Ties. We have been able to benchmark our proficiencies in these areas with the Learning Environment Survey and parent-engagement participation tracker. Additionally, we have begun to forge partnerships with community-based organizations, faith-based organizations, colleges and other local schools. These partnerships support us in facilitating community dialogues and relationships. In the 2017-2018 school year, we will focus on the same components of the FGS adding with intention by training teachers and staff in TCIS, social-emotional learning and responsive classroom practices including resources and strategies. We will continue to build family relationships through positive and diverse interactions via academic workshops, social-emotional training, partnerships.

- Wagner College Port Richmond Partnership-The mission of the Port Richmond Partnership is to encourage sustainable relationships among members of the Port Richmond and Wagner College communities to enhance student learning and raise civic awareness, while also supporting collaborations that address significant challenges and establish measurable impacts in five high need areas: arts, education, health, economic development and immigration.
- Staten Island YMCA Counseling Services-The YMCA’s services include in-school and family engagement programs specially tailored to address different aspects of drug and alcohol abuse based on prevention and...
treatment models, and designed to help youth who, while not yet dependent on drugs or alcohol, are at high risk for future substance abuse problems due to their current negative behaviors. The YMCA offers Community Education program offers a variety of services, including visual displays, literature distribution, and speakers at family events.

- Reach Out and Touch Ministries- Our faith-based community partner supports our families with matching and accessing community resources as well as building a positive future for adults and students. They provide information, resources, training, community events, and professional learning to staff, families and children.

In 2018-2019, we will focus on Collaborative Teachers and Rigorous Instruction, as evidenced through observation/feedback data teachers and instructional staff are in need of improvement in delivering CCLS-aligned pedagogy. Through professional learning cycles and developing Impact Team protocol practices, teachers will increase in proficiency of practice, particularly in mathematics.
### School Demographics and Accountability Snapshot for 31R068

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0K,01,02,03,04,05</td>
<td>152</td>
<td>No</td>
</tr>
</tbody>
</table>

#### English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>4</td>
<td>8</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th># Foreign Language</th>
<th># CTE</th>
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</thead>
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</tbody>
</table>

#### Demographic Information (2017-18)

- **Economically Disadvantaged Students with Disabilities**
  - White
  - Hispanic or Latino
  - American Indian or Alaska Native

- **In Good Standing**
  - Reward
  - No Recognition
  - In Good Standing
  - Yes Local Assistance Plan

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

- **Elementary/Middle School**
  - American Indian or Alaska Native
  - White
  - Students with Disabilities
  - Economically Disadvantaged

  - **Met Adequate Yearly Progress (AYP) in ELA (2017-18)**
    - N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - N/A

- **Met Adequate Yearly Progress (AYP) in Science (2017-18)**
  - N/A

- **High School**
  - American Indian or Alaska Native
  - Hispanic or Latino
  - White
  - Students with Disabilities
  - Economically Disadvantaged

  - **Met Adequate Yearly Progress (AYP) in ELA (2017-18)**
    - N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - N/A

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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.

K-2 Students take ELA and Mathematics Assessments three times in the school year to measure and information about what students have learned. Teachers use these assessments, along with other school work and what they see in class, to learn where students need more help and plan targeted instruction.

All entering kindergarten students were screened in reading, writing and mathematics skill attainment at registration. Between mid September and early October all K-2 students are screened in literacy and mathematics using prerequisite formative assessments.

1. Assessments provide schools with up-to-date information about what each student knows and can do so that teachers can target instruction to the learning needs of every child.
2. Assessments predict students’ performance on New York State Tests so that teachers can help every student meet or exceed State Learning Standards.
3. Assessments measure student learning within a grade and from grade-to-grade to help schools keep students on track for success in high school and beyond.
4. Results will be shared with families at curriculum events and in communication about progress.

According to June 2018 data, 75% of students demonstrated proficiency in ELA traits overall as measured by the NYC Performance Tasks.

According to June 2018 data, 35% of students demonstrated proficiency in Mathematics traits overall as measured by NYC Performance Tasks.

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, 85% of students, including SWDs and ELLs will demonstrate grade-appropriate CCLS Reading Foundational Standards as evidenced on end of year TCRWP running records. 75% of students, including SWDs and ELLs
will demonstrate grade-appropriate mathematical problem-solving methods and CCLS Mathematical Practice Standards as evidenced in End of Year Tasks and unit exemplars.
## 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>K-2 students</td>
<td>9/2018-6/2019</td>
<td>Principal, Grade Leaders, Instructional Leads</td>
</tr>
</tbody>
</table>

**SBO conducted to adjust daily lunch schedule to accommodate for weekly common planning. Teachers take a 60 minute lunch four days a week and give back 40 minutes once a week during which the teachers meet as a grade to plan and develop curriculum and assessments.**

**Weekly common planning produces curriculum resources, guides, sequences, and lesson for mathematics, reading and writing including assessments and homework assignments.**

**Create and revise structured curriculum map documents**

**Co-Create unit plans aligned with four 6 week cycles of reading and writing.**

**Co-Create unit plans aligned with 12 cycles of mathematics.**
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.

Principal, CARE Team, Grade Leaders

*Family engagement events will be held six times a year to present strategies to support families with CCLS content and skills at grade-specific bands.

Workshops will be delivered in September, November, January, March and May

Classroom teachers and instructional leads will prepare and present workshops

Admin staff will advertise and recruit for participation

PreK- 2nd Grade Classroom teachers led by Grade Leaders

*Monthly paper and electronic newsletters are sent to families monthly, emailed and posted on our website

Monthly September - June

Paraprofessional R. Ahmed leads the E-Newsletters recording, editing and publishing

Classroom Teachers assist with scripting and preparing content

Principal and all instructional staff

*Families receive mastery-learning report cards and/or progress reports that provide details about student performance in relation to grade-specific CCLS

November, January, March, June

Classroom Teachers

Principal and Classroom Teachers and Paraprofessionals

* Monthly In Class Visits to experience academic content, challenges and strategies
September 2018– June 2019

Classroom Teachers host visit

Instructional Leads prepare for visit

**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.

**Human Resources:**

* Strategic Hiring Plan implemented to address deficit areas in content and pedagogy
* Peer mentor relationships developed and managed by grade levels and content expertise
* Teacher Improvement Plan(s) executed when necessary
* Comp Time positions will be posted and screened for qualified applicants as instructional leads and grade leaders

**Instructional Resources:**

The following resources were purchased:

* Teachers College Units of Studies in reading and writing
* Trade book collections
* Mathematics exemplars and manipulatives

**Schedule Adjustments:**

* Comp Time provided for instructional leads
* Weekly common planning periods 2-3 times per week as scheduled in cluster program, lunch planning and professional learning

**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></th>
<th>Title I SWP</th>
<th></th>
<th>Title TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
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</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.
Strategic Assessment Plan:

Formative Assessments

- ELA BOY September- October 2018
- Math BOY September- October 2018
- ELA MOY January 2019 ++ Mid Point
- Math MOY January 2019 ++ Mid Point
- ELA EOY May 2019
- Math EOY May 2019

Teacher College Running Records, Concepts of Print, and Early Literacy Skills administered:

- October 2018
- December 2018
- February 2019 ++ Mid Point
- April 2019
- June 2019

Teachers College Writing Continuum

- September 2018
- November 2018
- January 2019 ++Mid Point
- March 2019
- May 2019

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

Progress will be measured using TCRWP running records and writing continuum three to four times a year. Progress will also be measured using Beginning of the Year (BOY, Middle of the (MOY) and End of Year (EOY) ELA and Mathematics Tasks.

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 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

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

As evidenced from student behaviors, incident reports, communication with families, and feedback from superintendent, students need to understand the impact on behaviors and learning. Stakeholders are to understand the learning habits and skills that support academic readiness and includes non-cognitive, social emotional qualities, that support resiliency, and college/carer persistence.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, 90% of students will consistently demonstrate personal and academic behaviors including self-directed learning, community contribution, complex thinker, quality producer, and effective communicator as evidenced through teacher observation, self-assessments, and peer feedback.</td>
</tr>
</tbody>
</table>
### 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>Pre K-2 Students</td>
<td>Daily 9/2018-June 2019</td>
<td>CARE Team (Communication, Action, Response, Evaluation) team whose purpose is to meet weekly to promote student and family success and safety by identifying individuals who demonstrate behaviors that may be early warning signs, to intervene in a formalized and coordinated fashion at the earliest possible time, and to engage in coordinated follow-up re-assessment in attendance, behaviors, social-emotional needs, community resources, etc.</td>
</tr>
</tbody>
</table>

**Collaborative Beginnings and Collaborative Endings** provide 30 minutes daily set aside for SE teaching and learning.

Morning Mindfulness is community building mindful breathing exercises.

(Brain Power Wellness is an innovative social emotional program that introduces a whole child whole brain approach to learning. “Brain breaks” are introduced throughout the day to enhance the Brain Power 10 components: team building, physical health, focus, mindfulness, memory, emotional wellness, confidence, creativity, character and citizenship. The program is based on neuroscience with the goal of maximizing the full potential of the human brain and creating citizens in our communities who are healthy, happy, peaceful and productive members in our society.)

**Implementation of Sanford Harmony Program** to support social-emotional strategies.

| PreK-2 students | Training 9/5/18 | Classroom Teachers CARE Team Sanford Harmony Trainer |

**Communication with key stakeholders through social-emotional topics covered in Books of the Month Cloud 9 World materials.**

| Students | Students | Classroom Teachers |

---

2018-19 CEP
Engage small groups of students in advisory groups with adult advisers in 4-week cycles once a week for 30 minutes. Groups create Kids Care Club names as well as public displays of SEL work.

<table>
<thead>
<tr>
<th>Parents</th>
<th>Monthly Assemblies Sept 2018-June 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>Parents</td>
</tr>
<tr>
<td>Consultant</td>
<td>Monthly Newsletters Sept 2018-June 2019</td>
</tr>
<tr>
<td></td>
<td>Consultant Sept 2018, Jan 2019, May 2019</td>
</tr>
<tr>
<td></td>
<td>CARE Team Cloud 9 World Trainer</td>
</tr>
</tbody>
</table>

Establish partnership with the YMCA Counseling Program for parent engagement

<table>
<thead>
<tr>
<th>Families</th>
<th>Monthly parent workshops prior to monthly PTA meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Principal PTA Executive Board CARE Team</td>
</tr>
</tbody>
</table>

Establish partnership with the YMCA Counseling Program for in class program to model and develop academic and personal behaviors.

<table>
<thead>
<tr>
<th>Students</th>
<th>Weekly 20 min lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Principal YMCA staff CARE Team</td>
</tr>
</tbody>
</table>

### 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.

*Family engagement events are scheduled monthly to bring family members into our classrooms to explore what learning looks like and sounds like. Students take on the role of the teacher and model for family members. The events are called "First Friday Family Fun" and occur immediately following the start of the school day. After the in-class portion of the event, family members are invited to a workshop to learn parenting tips and homework help.

* Our partner, the YMCA conducts a 6 session parent workshop using the program Parenting Wisely. Participants receive hands-on experience through role-play and scenarios. Each receives a binder filled with activities to apply at home.
*Monthly paper and electronic newsletters are sent to families monthly, emailed and posted on our website

Monthly September - June. Newsletters address our social emotional learning topics in Collaborative Beginnings and advisory (Kids Care Clubs).

*Families receive mastery-learning report cards and/or progress reports that provide details about student growth and development in Personal and Academic Behaviors

November, January, March, June

Classroom Teachers

*Brain Power Wellness techniques and strategies

(Brain Power Wellness is an innovative social emotional program that introduces a whole child whole brain approach to learning. “Brain breaks” are introduced throughout the day to enhance the Brain Power 10 components: team building, physical health, focus, mindfulness, memory, emotional wellness, confidence, creativity, character and citizenship. The program is based on neuroscience with the goal of maximizing the full potential of the human brain and creating citizens in our communities who are healthy, happy, peaceful and productive members in our society.)

Monthly presentations at General PTA Meetings- September 2017- June 2018

Classroom Teachers host visit

Instructional Leads prepare for visit

*Breathing with Ms. Brown monthly workshops to support families with Social Emotional Learning and connections to community resources- Principal

### 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.

The programs and resources are free to our school. Schedule adjustments are built in to the instructional program.

**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>X</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</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 June 2019, 90% of students will consistently demonstrate personal and academic behaviors including self-directed learning, community contribution, complex thinker, quality producer, and effective communicator as evidenced through teacher observation, self-assessments, and peer feedback.

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

Report Cards provide feedback on Academic and Personal Development quarterly November 2018, January 2019, March 2019, and June 2019

Classroom teachers and CARE Team

### 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.

Following the first year, Advance-eligible teachers scored an average on 2.3, 0.2 below the effective range. Additionally, one out of four Advance-eligible teachers was rated unsatisfactory in pedagogy and practice. As a result of Measures of Teaching Practice observation/feedback cycle, ratings suggest teachers need to focus development on Domain II of the Danielson Framework. The first cycle of professional development was aligned to support teachers’ practice in managing student behavior and setting up the classroom environment to foster a culture of learning. Final ratings will not be delivered until September 2017 that include Measures of Student Learning. Furthermore, as new and growing school, new teachers join the team who have not been evaluated by the same admin team. Evaluation ratings are unnormed.

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, 85% of teachers will demonstrate effective practices in teacher clarity as evidenced in feedback received through observation/feedback/professional learning cycles (Danielson Framework components 1E and 3C).
### 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><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>Teachers</td>
<td>Cycle 1 9/2018-11/2019</td>
<td>Principal</td>
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<tr>
<td></td>
<td>Cycle 2 11/2018-1/2019</td>
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<tr>
<td></td>
<td>Cycle 3 1/2019-2/2019</td>
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</tr>
<tr>
<td>Paraprofessionals</td>
<td>Weekly Mondays Tuesdays</td>
<td>Principal</td>
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<td></td>
<td>Impact Team/ PLCs</td>
<td>Grade Leaders</td>
</tr>
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<td></td>
<td></td>
<td>Instructional Leads</td>
</tr>
<tr>
<td>Teachers</td>
<td>Monthly</td>
<td>Principal</td>
</tr>
<tr>
<td>Paraprofessionals</td>
<td></td>
<td>Grade Leaders</td>
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<td></td>
<td></td>
<td>Instructional Leads</td>
</tr>
</tbody>
</table>

### Target Group(s)

- Teachers
- Paraprofessionals

### Timeline

- Cycle 1: 9/2018-11/2019
- Cycle 2: 11/2018-1/2019

### Key Personnel

- Principal
- Grade Leaders
- Instructional Leads

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### Conduct four to six observation/feedback cycles aligned with a professional learning plan.

### Host and participate in professional learning sessions aligned to the components of the Danielson Framework for Teaching

### Conduct Evidence Walks to produce collegial feedback and reflections

### Teachers participate in feedback conversations within 24 hours following an evaluative observation and 48 hours following an non evaluative observation.
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.

*Monthly family engagement events invite family members into our classrooms to understand and interact with effective teacher practices.

First Friday of each month for one hour

Classroom teachers and instructional leads will prepare and present workshops

Admin staff will advertise and recruit for participation

Instructional Leads prepare for visit

*Breathing with Ms. Brown monthly workshops to support families with expectations for grade-level teaching and learning. Videos are used to demonstrate effective pedagogy.

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.

Staffing of instructional support provides support to teachers to assist with job-embedded support to teachers to implement feedback including collaborative team teachers. Feedback is delivered separately and both teachers are invited in for a dialogue about learning in the classroom. Additionally, a sixth period prep allows for small grade team meeting (2-3 teachers on a grade including integrated collaborative team teachers).

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

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<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<tbody>
<tr>
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<tr>
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<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
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</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.

Advance Reports will be shared at cabinet meetings and Impact Team to analyze trends in MoTP data and feedback practices and aligned with professional learning cycles. Reflect on professional learning cycles and next steps. 85% of teachers will demonstrate effective practices in teacher clarity as evidenced in feedback received through observation/feedback/professional learning cycles.

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

Adjustments will be made to the PL cycles should the data capture a different story. The PL calendar, shared with the PS 68 Team, captures upcoming PL sessions and cycles.
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. |

No QR Data 2018- 2019

Per MOLP data, the school needs to improve in the following categories:

- Pedagogy
- Resource Allocation
- Monitoring and Revising

All areas have been rated developing using the QR rubric.

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, 85% of teachers will agree or strongly agree with school-level decision making and influence over instructional policy and make adjustments as measured by the Learning Environment Survey results. |
## 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>
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<tbody>
<tr>
<td>Who will be targeted?</td>
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<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

### Pedagogy (Per PPO and MOLP feedback)

- To align teaching practice to the curricula and reflect an articulated set of beliefs about how students learn best the language ad indicators of the Danielson Framework for Teaching are embedded in PL as evidenced on PL agendas.
- Common planning (one 40 min lunch period and one 43 min 6th prep weekly) allows teachers on the grade to norm expectations for teaching strategies (including questioning, scaffolds in English and/or native language where appropriate, and routines,) consistently provide multiple entry points into the curricula so that all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products as evidenced in unit plans.
- Once a month, Tuesday Other Professional Work Time is utilized for Impact Teams to review student work through the indicators on CCLS-aligned rubrics and student exemplars.

<table>
<thead>
<tr>
<th>Instructional Staff</th>
<th>Weekly PL</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 2018-June 2019</td>
<td>Monthly Tuesday OPWT</td>
<td>Instructional Leads</td>
</tr>
<tr>
<td>Weekly Common Planning (40 min lunch period + 43 min 6th period prep)</td>
<td></td>
<td>Grade Leaders</td>
</tr>
</tbody>
</table>

### Resource Allocation (Per PPO and MOLP feedback)

- Consensus on the SLT determines the use of resources including budget, space, technology, coaches, partnerships and other organizational decisions are aligned to and support the school’s instructional goals, as evident in meaningful student work products.
- The use of staff time is structured such that teams meet regularly (e.g., weekly) and effectively; teachers’ professional responsibilities are aligned with the school’s instructional goals with a conscious effort to focus teacher time on instructional work, thus improving instruction and engaging students in challenging academic tasks as evidenced in common planning (2 periods per week) and Tuesday OPWT.
- 18D Hiring Committee supports a rigorous hiring process to ensure capable and quality applicants support student

<table>
<thead>
<tr>
<th>Instructional Staff</th>
<th>Weekly PL</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly Tuesday</td>
<td></td>
<td>Grade Leaders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principal</td>
</tr>
</tbody>
</table>
program groupings and interventions, including those for ELLs and SWDs, effectively support access to learning opportunities that lead to college and career readiness.

Monitor and Revise *(Per PPO and MOLP feedback)*

Impact teams meet monthly to examine and evaluate student work in order to make adjustments to the curricular and instructional practices in response to student learning needs and the expectations of the CCLS. Revisions are posted in our Google Drive.

Surveys and feedback conversations open portals to regularly evaluate the quality of school culture and the ways expectations are developed and shared among school constituents, with a focus on making adjustments to support the expectations of the CCLS. Feedback is requested about the effectiveness of clarity in communication.

School leader and staff regularly evaluate and adjust the use of organizational resources, and the quality of teacher team work, and professional development practices, with particular attention to what teachers need to learn to support student mastery of the CCLS. Monthly reflections with the instructional leaders invites us to pause and collect evidence on outcomes.

<table>
<thead>
<tr>
<th>Program</th>
<th>OPWT Weekly Common Planning (40 min lunch period + 43 min 6th period prep)</th>
<th>Hiring Committee Members</th>
</tr>
</thead>
</table>

### 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.**

*Feedback surveys are distributed during family engagement events. Sometimes they are electronic, sometimes paper and often times, they are hands raised at a general PTA meeting.*

*Emails and flyers remind families that we want feedback.*

*Tear-offs and notices offer alternate learning/session times including translations.*
*Family engagement events include child care.

*Breathing with Ms. Brown monthly workshops to support families with Social Emotional Learning and connections to community resources

* Incentives for survey participation

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**Part 4 – Budget and Resource Alignment**

<table>
<thead>
<tr>
<th>Part 4a.</th>
<th>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>SLT Stipends, Title I Committee. schedule adjustments, extended school day via SBO vote with staggered program, human resources play to staff strengths.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 4b.</th>
<th>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>X</td>
<td>Tax Levy</td>
</tr>
<tr>
<td></td>
<td>C4E</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

<table>
<thead>
<tr>
<th>Part 5a.</th>
<th>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 April 2018, teachers will have multiple opportunities to participate and contribute to school-level decision making and influence over instructional policy and make adjustments.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5b.</th>
<th>Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Environment Survey result for 2018-2019</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5c.</th>
<th>In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
</table>
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

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
</table>
| 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. |

We provide a warm and welcoming environment for students and their families. We value the voice and perspective of family members as volunteers, learners and advocates. We recognize the importance of your involvement for our students to see their families and teachers working together to reinforce what students are learning at school. When we are partners with our families, students are reminded that their education is a priority for everyone.

We encourage families to become involved by

- Joining the Parent Teacher Association (PTA) and attend monthly meetings
- Joining the School Leadership Team (SLT)
- Participating in Family Engagement events and activities
- Connecting Electronically via our school website or through Class Dojo

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, family engagement participation will increase by 25% (inclusive of; Orientations, Parent/Teacher Conferences, Parents as Partners Workshops, classroom/school events, meetings and teaming opportunities) throughout the school year as measured by attendance and the Learning Environment Survey results. |

...
### 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, SIF, STH).

### Target Group(s)

Who will be targeted?

### Timeline

What is the start and end date?

### Key Personnel

Who is responsible for implementing and overseeing the activity/strategy?

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</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>Parents and family members are invited to attend engagement events through email distribution messages, posts on the school website including translations, texts and photos on Class Dojo and homework reminders.</td>
<td>Families</td>
<td>Ongoing per parent engagement calendar</td>
<td>Principal, Secretary, School Aide, Language Access Coordinator, Attendance Coordinator</td>
</tr>
<tr>
<td>Attendance Assemblies are held simultaneously to encourage parents to attend with his/ her child.</td>
<td>Families, Students</td>
<td>Ongoing per parent engagement calendar</td>
<td>Principal, Secretary, School Aide</td>
</tr>
<tr>
<td>Partner with organization and community members to offer riveting and relevant learning sessions to parents and schoolwide events three times a year</td>
<td>Families, Community members</td>
<td>January 2019, March 2019, May 2019</td>
<td>Principal, Secretary, PTA Executive Board, CEC Member</td>
</tr>
<tr>
<td>Invite parents in for a Breakfast with Ms. Brown four times a year</td>
<td>Families</td>
<td>December 2018, February 2019, April 2019, June 2019</td>
<td>Principal, Secretary, PTA Executive Board, CEC Member</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.

YMCA Counseling Services

Brain Pwer Wellness

Wagner College Port Richmond Partnerships

Early Childhood Wellness Collective Action

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.

Tracking, monitoring and outreach as needed

Human Resources

School Aide tracks and maintain Google Document

CARE Team create flyers and post soft and hard copies

Classroom Teachers maintain attendance sheets and encourage participation

PTA provides incentives for participation

Schedule Adjustments

SBO vote permits flexible parent engagement time. Teachers utilize 40 minutes times the # of Tuesday to collect, use and track the total number of minutes in family engagement activities. Teachers maintain and submit a monthly log.

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

| X | Tax Levy | || Title I SWP | X | 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 April there will be a 15% increase in family engagement as evidenced on the Google Platform is used to track attendance at engagement events. School aide enters attendance from sign in sheets into the Google form which tabulates how many and which family members participated.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
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><strong>English Language Arts (ELA)</strong></td>
<td>Students not meeting benchmarks using F&amp;P running records levels and concepts of print early literacy screening TCRWP.</td>
<td>Great Leaps Orton Gillingham Fundations Double Dose Read Alliance</td>
<td>small group whole group</td>
<td>during the school day</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Students not meeting benchmarks on Beginning of Year NYCDOMathematics Performance Tasks</td>
<td>Great Leaps Go Math Double Dose</td>
<td>small group</td>
<td>during the school day</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Students not meeting benchmarks in marking period 1</td>
<td>repeated readings</td>
<td>small group</td>
<td>during the school day</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Students not meeting benchmarks in marking period</td>
<td>repeated reading</td>
<td>small group</td>
<td>during the school day</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Students not meeting benchmarks as evidenced by in classroom anecdotes and discussed with Pupil Progress Team (PPT)</td>
<td>Related Services push in/ pull out</td>
<td>small group</td>
<td>during the school day</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)**
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

**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.)

| Total: 14 students in 2018-19 (1 in shelter, 3 in other temporary living situation, 10 in doubled up) |

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

We provide a uniform swap shop, a Care Closet with basic needs including undergarments and toiletries, school supplies and book bags.

**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).

| Total: 20 students in 2018-19 (1 in shelter, 3 in other temporary living) |
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

uniforms, school supplies and book bags.

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.
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

Indicate with an “X” your school’s 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.

NA - We were TA in 2016-17 and converted to SWP in September 2017

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).

High quality professional development contains rich content that is specifically chosen to deepen and broaden the knowledge and skills of teachers, principals, administrators, paraprofessionals, and other key education staff. PD is connected to student and teacher data and responsive to the accumulation of data. The PD Committee reviews and analyzes data and drafts the cycles of Professional Learning to being to grade level teams for feedback. Observation feedback is aligned with individualized personal goals as well as intended outcomes of the PD cycle.

Part 3: TA Schools Only

3a. Use of Program Resources

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

SWP funds are used to provide arts experiences for students. Involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. Arts learning can also improve motivation, concentration, confidence, and teamwork. Comprehensive, innovative arts initiatives are a learning tool to build cognitive power and stamina in reluctant learners. Students strive in the areas of arts which fosters perseverance in other core subject areas.

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).
The Arts initiative is built into the academic program and cluster program to maximize the instructional day. The day has been extended for students in grade K and 1 by 30 minutes in the morning to address physical education and the arts.

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.).

Common planning to align curriculum, joint PD & parent involvement activities, sharing of records/info, and early intervention services from shared providers.

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.

MoS/L Committee made joint decision about assessments. Impact Teams review data patterns in horizontal and vertical trends in student achievement.

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 (Refer to Galaxy for school allocation amounts)</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>$137,983</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$p</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$p</td>
<td>X</td>
</tr>
</tbody>
</table>
Title III, Immigrant

<table>
<thead>
<tr>
<th>Federal</th>
<th>0</th>
<th>X</th>
<th>Section 5, Section 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>1,136,589</td>
<td>X</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.

The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades 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>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. P.S. 68, 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>

P.S. 68 will support parents and families of Title I students by:

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

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

### Support for Parents and Family Members of Title I Students

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. P.S. 68 will support parents and families of Title I students by:

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

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

### Parental Involvement and School Quality

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
• engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
• ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
• support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
• maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
• conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
• provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
• host the required Annual Title I Parent Meeting on or before December 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;

Encouraging School-Level Parental Involvement

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

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

School-Parent Compact (SPC)

P.S. 68, 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 Common Core State Standards to enable participating children to meet the State’s Standards and Assessments by:*

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

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

III. Student Responsibilities

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

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<th>District</th>
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B. Language Allocation Policy Team Composition

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

- **Principal**: Lorrie Brown
- **Assistant Principal**: NA
- **Coach**: NA
- **ENL (English as a New Language)/Bilingual Teacher**: Nancy Ferraro
- **School Counselor**: Doreen Batista
- **Teacher/Sub Area**: Brigitte McCue/Cluster
- **Parent**: Christine Coughlin
- **Teacher/Sub Area**: Maria Hart/GE
- **Parent Coordinator**: NA
- **Related-Service Provider**: Melissa Wilde/Speech
- **Field Support Center Staff Member**: Enrique Domingo
- **Superintendent**: Anthony Lodico
- **Other (Name and Title)**: Melinda Viera/PTA Co Pres.

C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 1 |
| 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 | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of special education teachers with bilingual extensions | 1 |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 152 |
| Total number of ELLs | 11 |
| ELLs as share of total student population (%) | 7.24% |
**Part II: ELL Demographics**

### A. ELL Programs

This school offers the following programs (check all that apply):

- Transitional bilingual education program (TBE)
  - Yes [ ]
  - No [X]
  - If yes, indicate language(s):
- Dual language program (DL)
  - Yes [ ]
  - No [X]
  - If yes, indicate language(s):
- Freestanding ENL
  - Yes [X]
  - No [ ]

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.

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### 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?

   PS 68 uses benchmark assessments at the beginning of the year. We also utilize the NYC DOE Performance Tasks for Reading and Writing as well as TCRWP assessment system. We do these assessments throughout the year. They provide us with the following information: letter/sound identification, word recognition, early book handling skills and instructional/independent reading levels. In addition, running records are evaluated to determine the type of miscues a students in making to make instructional decisions. In writing students are assessed through on demand writing assessments utilizing rubrics that reflect the Common Core Learning Standards. All of this data allows the teachers to form small groups to provide differentiated instruction according to the students' individual needs. This information is also shared with the ENL teacher so that she might focus on key areas of weakness during her small group instruction. In conjunction with TCRWP scores, the ENL teacher carefully examines NYSITELL and NYSESLAT scores when planning her instruction as well. Instructional planning for ELLs is also guided by the students' work, such as graphic organizers, teacher-created assessments, student writing samples.
2. What structures do you have in place to support this effort?

To support this effort, we have Grade Team Meetings, benchmark conversations, and benchmark assessment data collections. Grade Team Meetings are teacher teams that follow various protocols to evaluate the effectiveness of teaching strategies as well as support teachers with pedagogy. Grade Team Meetings allow the opportunity to discuss individualized student work, progress, and strategies. They meet weekly to analyze student work and plan for individual and groups of students to provide remediation or enrichment to students based on their needs. In addition, administration meets once a week as well with the teachers to analyze data and support them with adjusting instruction to meet the needs of individual and groups of students. Administration also collects the aforementioned data during benchmark times of year (November, January, March) to analyze strengths, needs and progress to support groupings of students for intervention.

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?

PS 68 believes in a holistic approach of evaluating our program in order to support students. We are committed to excellence and understand that we must grow and change every year to meet the changing needs and challenges of our students. Both formal and informal venues are explored including report cards, NYSESLAT, Reading Benchmark Assessments, teacher created tests, on demand writing pieces, teacher and parent interviews, and needs based surveys to determine the success of our ELL programs. What structures do you have in place to address interventions once the summative data has been gathered?

Once the summative data has been gathered, we address the different needs of academic intervention. Teachers discuss the summative data at the weekly Grade Team Meetings to make adjustments to curricula or small group plans to promote student achievement. Benchmark data collection allows administration and the staff to look at data on a wider scale to adjust intervention plans. Each child's performance is addressed and evaluated individually and appropriate interventions are put in place to address the students' need.

4. What structures do you have in place to address interventions once the summative data has been gathered?

To support this effort, we have Grade Team Meetings, benchmark conversations, and benchmark assessment data collections. Grade Team Meetings are teacher teams that follow various protocols to evaluate the effectiveness of teaching strategies as well as support teachers with pedagogy. Grade Team Meetings allow the opportunity to discuss individualized student work, progress, and strategies. They meet weekly to analyze student work and plan for individual and groups of students to provide remediation or enrichment to students based on their needs. In addition, administration meets once a week as well with the teachers to analyze data and support them with adjusting instruction to meet the needs of individual and groups of students. Administration also collects the aforementioned data during benchmark times of year (November, January, March) to analyze strengths, needs and progress to support groupings of students for intervention.

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.]

PS 68 utilizes TCRWP assessments along with classroom based assessments and formative checklists to identify students in need of RTI. In addition, the universal screening process for ELLs (NYSITELL) is also closely examined. Based on need, the school implements a hybrid reading/writing curriculum aligned with TC and Leveled Literacy Intervention programs, and continually charts student progress to guide instruction. The progress of these students is checked by interim assessments.

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].

PS 68 is a new school in its' second year, serving Pre-Kindergarten through first grade. Since its inception we have tested students with the NYSITELL and the Spanish LAB-R when appropriate, and recently with the NYSESLAT. We have not yet tested our students with the NYS ELA and Math. The data of the NYSITELL was evaluated and found to reveal that the ELLs were strongest in the speaking and listening modalities. As such, the ELL program was designed to coordinate and support the reading and writing components of the ELLs classroom as well as other subject areas. The results of the NYSITELL exam were also used when programming the ELLs. The results of the NYSITELL yielded that the incoming ELLs have varying strengths in each modality. As such, the programming for the ELLs in the ENL program allowed for grouping of ELLs according to modality strength/need/support.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

ELL programming is discussed periodically as a need for changes becomes apparent. The grouping of ELLs is assessed continuously by the ENL teacher in order to appropriately place and support the ELL. The ENL teacher is advised by the classroom teacher and after each weekly Grade Team Meeting about any changes or support needed in the ELLs programming, as well. Administrative and staff weekly meetings often include similar conversation as the ELLs academic progress or areas of difficulties ensue. In addition, we share ELL information via the Google drive to ensure teacher and support staff input on making curricular and programming decisions. All teachers and service providers are provided with all data findings. They then
take these findings and design curricular and programming adjustments accordingly and strategically as they are planned and aligned to the standards and also targets the students' need.

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.
      At PS 68 the ENL program uses an integrated program. Based on the levels determined by the NYSITELL, and the NYSESLAT, the ENL teacher creates a program to support the students in their classroom using a push-in model and co-teaching with the classroom teacher. For ELLs that speak no to minimal English, PS 68 implements a freestanding ENL program for the mandated number of 180 free standing minutes. ELLs are heterogeneously grouped within one class when possible to ensure consistency in the provision of services.
   b. TBE program. If applicable.
      PS 68 does not have a TBE program at this time, however, if the number of parents requesting the program increases then PS 68 will create a TBE program, according to the CR Part 154.2.
   c. DL program. If applicable.
      PS 68 does not have a DL program at this time, however, if the number of parents requesting the program increases then PS 68 will create a DL program, according to the CR Part 154.2.

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)?
      Administration works collaboratively with the ENL teacher to create a program to service the students for ELLs that meets their mandated time requirements and that supports core curricular instruction. ENL integrated services occur during all content area instruction. The schedule is made so that the ENL teacher collaborates, co-teaches, and pushes-in during Social Studies, Science, Math, and ELA. Students at the expanding proficiency level are supported academically during content area instruction, while students at the transitioning, emerging, and beginner levels are supported academically mainly in ELA, and in the content areas where they demonstrate a need.

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.
   All instruction is provided to students in English. The ENL teacher has access to all of the units of study and supporting resources in ELA, Science, Math, and Social Studies via Google drive. All units of study are aligned to the Common Core Learning Standards. The ENL teacher previews each unit and daily planner as well as reviews formative assessment data collected in conjunction with the classroom teacher in order to provide multiple access points for ELLs via whole, small, and individual instruction throughout the school day. The ENL teacher will co-teach or parallel teach using visuals, front-loading, and/or task analysis when necessary to meet the needs of the ELLs within the class, as well as teach in small groups for all students that may be struggling. ENL methods used include sheltered English for students at the emerging, transitional, and expanding proficiency levels. For students at the beginner proficiency level, instruction will include some native language support or translation via technological devices and or assistance from other students that can communicate with the beginner ELL.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Currently PS 68 does not have a TBE or Dual Language program, therefore, the students are not receiving periodic assessments in their home language. In the case of special education evaluations, we are cognizant that all ELLs referred for an evaluation must receive the evaluation in both their home language and English. Currently PS 68 does not have a testing grade, but is preparing for one in the near future. As such, the 3rd grade curriculum will incorporate the use of bilingual dictionaries for ELLs at the beginning level of English language proficiency to be used for all exams throughout the year so that the student will know how to use this tool in the school year and in the future, during State exams such as ELA and Math, and the Science Exam. A Scribe may also be provided that is fluent in the ELLs home language, if necessary. For ELLs currently enrolled at PS 68 that are not yet English proficient, testing is provided throughout the year via differentiation which includes separate location, extended time, differentiated exam presentation, and in some cases questions being read aloud. ELLs are encouraged to participate in all classroom exams as their peers, with differentiation, including having the classroom exam translated into the students' home language if necessary.

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

At this time PS 68 does not have any Students with Interrupted Formal Education(SIFE) at the school. Nevertheless, we recognize that a student who has experienced gaps in formal schooling may lack the critical (social and academic) skills that are necessary to assist them in performing on grade level. The first step would be to determine if the child was in fact a SIFE student. If the student fits the criteria, an informal assessment would be administered to determine the student's level of literacy. If the student was deemed to be SIFE, an action plan would be put into effect to meet the basic needs of the child. The next step would be to ascertain the amount of schooling the child has had and determine the child's academic functioning level. All possible support services would be employed (at risk SETSS, Title III Support, 50 minutes of mandated tutoring.) The classroom teacher in conjunction with the ENL teacher would collaborate to create a plan of instruction based on the student's specific needs. In the case of SIFE students, research suggests that a differentiated approach coupled with total physical response (TPR) and sheltered English methodologies have been successful. The student's progress would be carefully monitored and evaluated on a continuous basis. ELL students receiving service for 4 or more years are given an extension of services for standardized tests. For those students, the academic interventions focus more on text complexity. Extensive preparation in the writing workshop is also done in the ENL setting. In the case of long term ELLs, the Child Study Team would meet with the ELL's classroom teachers and ENL teacher to review student work to see if there was an academic issue impeding the student's language acquisition. Former ELLs are provided with 2 additional years of ENL support which can be delivered in the form of AIS or 50 minute mandated tutoring services by the ENL teacher. The school's test coordinator is also apprised by the ENL teacher of all students eligible for continued testing accommodations. Newcomers will receive differentiation through one to one teacher directed activities.

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?

PS 68 has a partnership with Teachers College Reading and Writing Project (TCRWP). As part of the partnership, teachers have copies and/or access to all of the TCRWP instructional resources including curricular guides and calendars, anchor charts, rubrics, and exemplar student work. These resources are provided to the teachers in printable format that also comes in other languages in order to support native language use whenever necessary. In addition, PS 68 utilizes Fundations for students in K-1 and all teachers have access to kits for their own grade which include alphabet cards, curricular guides, assessments, and manipulatives to aid in the teaching of phonics and sight words. A technological weekly reader is also shared and read aloud by the classroom teacher via the Smartboard, where technology lends itself for manipulating the screen in order to focus on phonetic details and vocabulary acquisition. All of these resources have helped accelerate English language development as our ELLs have made progress throughout the school year towards meeting end-year benchmarks as indicated by data collected at the school level through TCRWP Benchmark Assessments. Additionally, PS 68 utilizes the FOSS Science program and Go Math programs to provide content-specific instruction, which utilizes technology with hands-on in order to hold the students...
attention and to promote learning. These math lessons support all students, including ELL-SWDs with differentiation, manipulatives and problem solving strategies. In the event that PS 68 admits an ELL student that is also SWD, he/she will receive ENL instruction as mandated by the results of their NYSITELL and NYSESLAT scores, as well as by the accommodations and modifications called for on their IEP. The ENL teacher will work closely with the Speech Therapists, OT, and PT to ensure that all services are provided to the ELL-SWDs as needed per child and without conflicting one another.

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?

PS 68 has an 8 period day. The first period of every day is utilized as a General Meeting block where teachers provide a daily school wide community citizenship strategy targeted to instill a new behavioral and or learning goal. These community citizenship strategies serve as instruction to students at, above, or below grade level to ensure students are making academic and social progress. By incorporating this as a school wide meeting, PS 68 is fostering inclusion which facilitates a commonality for all students. This helps the ELL-SWDs familiarize themselves with the mainstream student body and builds the comfort for that child to feel within the least restrictive environment. Throughout the school day, the ENL teacher pushes in and co-teaches in various subject areas and works with groups of students within their classroom to support English language development and proficiency. For ELLs-SWDs, programming allows for integrated and homogenous grouping with peers on, below or above the students' grade level by one grade which provides opportunity for integrating with non-disabled peers. Grouping size will not exceed the number of students allowed as indicated on the ELLs-SWDs IEP. Students who progress academically and who can monitor their own learning and behavior and who are comfortable and feel confident to participate in an ICT setting will be considered for full time placing in ICT classes. The ELL-SWDs must feel prepared and comfortable to go into the ICT classroom in order to attain English proficiency within the least restrictive environment. All decision will be made by a team made up of the Principal, the child's classroom teacher, ENL teacher, School Psychologist, and the child's parent(s). Integration of individual periods may occur throughout the day for periods where the ELL-SWDs is capable of working according to his/her peers in the ICT classroom. Integrating the ELL-SWDs in the ICT classroom facilitates and prepares the child to familiarize themselves in a classroom where mainstreamed students participate, and they will then become comfortable in the classroom where their peers. All staff that teaches the ELL-SWDs is knowledgeable of all IEP goals and BIP for each ELL-SWDs and work closely together to ensure all IEP goals are attained.

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.

Targeted intervention programs for ELLs in ELA, math, and other content areas are offered in English at PS 68. Native language instruction will be provided for all ELLs at the beginner English language proficiency level in all content areas, as an intervention program for that ELL. All lessons are based on a balanced literacy method, including read aloud, shared reading, reading and writing workshop, as well as the use of scaffolding techniques, graphic organizers and pre-teaching of vocabulary. These lessons are offered to all subgroups with differentiation for each sub-group. For the math subject area, PS 68 introduces specialized vocabulary, manipulative and visual cues, small group activities integrated with literature and clarified directions are utilized. The Science subject area focuses on small cooperative learning groups, integration of non-fiction science genre into the balanced literacy program, hands-on approach, and implementation of Science Standards Curriculum in all science lessons. We provide students with more research opportunities through technology. The Social Studies subject area provides ELLs with more research opportunities through technology, project based lessons, non-fiction social studies genre literacy materials, familiarization with primary source documents, and thematic units that correlate with the New York State Social Studies Curriculum as well as with the classroom teacher. For the math subject area, PS 68 introduces specialized vocabulary, manipulative and visual cues. Small group activities integrated with literature and clarified directions are utilized and thematic units that correlate with the New York City Scope and Sequence as well as with the classroom teacher. All content area subjects are being infused via literature that are rich in academic vocabulary and that provide opportunity for English language acquisition and are differentiated accordingly for each ELL sub group. All grammar mini lessons are taken from the guided reading as well as teacher prepared materials. All data is collected informally and formally by the teacher teaching the content, the Science teacher keeps a portfolio with the students' work; the classroom teacher maintains individual folders for each student, for each content area. Student work is assessed in order to determine student academic growth and further instructional needs. A supplemental program such as after school is available to all the ELLs in PS 68, which also serves as an
9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
Based on data from last year, which yielded growth in student academic performance, PS 68 will continue to implement an RTI program for ELLs and is currently working on implementing an RTI program designed to help the ELLs reach academic proficiency for ELLs that are in Kindergarten. ELLs in 1st grade that qualify for RTI instruction are currently receiving this support during the beginning of the school day. Each kindergarten teacher will select the students including ELLs that require extra academic intervention. All RTI instruction will be delivered during the RTI block at the beginning of the school day. Students in RTI receive instruction in guided reading. Each class concentrates on the students’ needs whether it be academic vocabulary acquisition, content area support, written responses, English language verbal acquisition. RTI is available for both ELLs and monolingual students and will continue to be implemented for the upcoming school year. It is expected that this will improve student acquisition of subject area vocabulary and understanding.

10. If you had a bilingual program, what was the reason you closed it?
PS 68 does not currently have a bilingual program but will open one if the number of parents requesting the program meets the requirement as per the CR Part 154.2.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All programs offered at PS 68 are open to all students regardless of grade, academic level, or English language proficiency. Notices sent home introducing any programs at PS 68 are sent home in English and in the parents' preferred language as indicated on the second sheet of the HLIS and revised annually on the Blue Emergency Contact cards. These notices are translated for those parents that have indicated that they prefer to have notices sent to them in another language either by a staff member that speaks that language or by the Translation and Interpretation Services affiliated with the NYC Dept. of Education, at 718-752-7373. In this manner, PS 68 has assured that all parents or caregivers of its student body are made aware of all programs and events taking place at PS 68 and thereby has afforded equal access to all ELLs for all school programs. Programs include but are not limited to after school enrichment, and are open to current and former ELLs. ELLs that participate in these programs find them academically enhancing. ELL participation in these programs enhances their socialization skills, English language use and proficiency, and immediate social cultural norms This program is taught by Certified Teachers.

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.
Instructional materials used to support ELLs at PS 68 are: Scholastic High-Frequency Readers, Author study books, Non-fiction literature such as National Geographic, Technology, such as the National Geographic website is used to assist with syntax and lexical acquisition as well as phonetic use and book/story features. The Barnes and Noble Storytime Online is used to help students visualize as well as listen to story format and to enhance re-telling skills. Audio Listening Centers: read alouds, read alongs, music, and poetry are also used to sharpen listening and re-telling skills. Games on ipads such as ABC splash and Starfall, are used to help ELLs with letter sound recognition, and other grammatical skills.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
PS 68 exercises the ENL program model. Home Language instruction is used strictly for the newcomer ELLs that speak zero English language and Beginner, Intermediate, Emergent, and Advanced ELLs that appear to be experiencing a loss of self esteem. In these instances, the ENL teacher, with the use of a computer, will reach out to the ELL by doing a search of that students' country. The "images" prompt of the internet is used as opposed to the literary version of the search. The student is then encouraged to identify and share his/her knowledge of the images. The ENL teacher helps the student by stating the word of the images in English that the student has identified either by TPR or verbally. Sometimes, the ENL teacher may ask for the help of another student, staff member, or parent that speaks the same language as the zero English language ELL, to communicate with the zero English language ELL but only for one word or short phrase translations. The zero English language ELLs are encouraged to draw a response to the lesson on hand and to write a one word or simple phrase describing their drawing. The writing can be done in their home language and then translated to English collaboratively with the ENL teacher.
The students' writing if not in English, is then asked to be written in English on the same paper that the student wrote in their home language. This is done to promote a bridge or relationship between the two languages (the students' home language and English), and to help foster learning of the English language, and to promote communication. Home language instruction is also provided via home language literature in the classroom library. English language communication either by visuals, manipulatives, or TPR is expected from all ELLs in the ENL program. For students in the testing grades, 3rd through 5th, the use of bilingual dictionaries and glossaries will be incorporated into the daily curriculum so that the student can be fully familiarized with it before testing begins. This is also helpful for older newcomers to the Public School system that may utilize the bilingual dictionaries and glossaries as a means of communication with peers and teachers.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
PS 68 implements an ENL program that corresponds to the ELLs and ELL-SWDs age and grade level as closely as possible. The entire program runs under the integrated approach, however in the event that stand alone groups should be necessary, the ELLs will be grouped in accordance with the English language level that the ELL scored under either from the NYSITELL or the NYSESLAT, and within two grade bands of the ELLs grade. The same programming will apply to ELL-SWDs so that they may participate in academic opportunities as those as their peers. This grouping is done to avoid self esteem issues and confidence issues for the ELL and ELL-SWDs as well as to closely correspond to their cognitive needs as possible as well as the mandates on the IEP is any. Differentiated lessons are prepared for that group in order to meet all of the students’ needs and goals as stated on the IEP.

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?
PS 68 currently shares the school building with PS 66, a Pre-Kindergarten school. Both facilities share all resources and coordinate efforts to ensure all the academic, linguistic and socio-emotional needs of the ELLs as well as those of all the students in both facilities are met. Communication between staff of both schools is daily and ongoing.

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).
In May, parents of newly registered Kindergarten students are invited to PS 68’s Kindergarten Orientation. At this event, newly incoming Kindergarten students and their parents are introduced to the Principal and Staff, the school nurse, teachers, school aides and other school staff. An informational presentation is made by the Principal, school nurse, ENL teacher, and PTA President as well as classroom teachers. Family Handbooks are distributed to all who attend and are mailed to parents who do not attend. The handbook contains general school information and procedures, goals, checklists, supply lists, are translated as needed and available electronically. Parents are welcomed to the school, provided with pertinent information and are afforded the opportunity to ask questions. They are also guided through the school building to familiarize themselves with it. In September, all families are invited to a get together in the PS 68 school yard where they are introduced to their children’s teachers, other school personnel, and future classmates. Many of the current and incoming students attend each year.

17. What language electives are offered to ELLs?
ELLs that are at the Zero English Beginner English language levels, are encouraged to communicate in English, but may elect to communicate in their home language so long as they support the communication by retelling it or presenting it in another genre to demonstrate comprehension of the material.

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)?

   PS 68 does not currently have a Dual Language program but will open one if the number of parents requesting it meets the requirement according to the CR Part 154.2.
Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

At PS 68 all teachers are teachers of ELLs. The ENL teacher at PS 68 attends PD offered by the Division of English Language Learners and Student Support which aides in preparing lessons plans that support ELLs academic engagement in the Common Core Learning Standards. Often times, guest speakers, compliance specialists, and representatives from major educational publishing companies are invited to offer teaching insights that help align the ENL program to the Common Core Learning Standards. These PDs are then turn-keyed in order to support classroom teachers in techniques and methods in delivering the instruction not only to the ELLs in their classrooms, but also to other students who would benefit from the support. The ENL teacher is also scheduled to attend the grade team meetings of the students whose grade (s) he teaches in order to become familiar with the Common Core aligned units of study, strategies to support literacy development, and to share best practices with classroom teachers. In addition, the ENL teacher is invited to attend choice workshops offered by teachers and related service providers to support him/her with incorporating new ideas in content-related pedagogy.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

Professional development (PD) is offered to all common branch teachers, subject area / cluster teachers. It is also provided for all support personnel such as lunch staff, school aides, secretaries and service providers such as Speech, Occupational / physical Therapists and the school nurse, guidance counselors and school psychologists. Paras and the parent coordinator are also provided with PD. In all, everyone in the school that directly or indirectly works with an ELL or ELL-SWD is provided with professional development so they may know how to communicate and how to understand the way the student communicates. All school personnel of PS 68 including the Principal are made aware at the September PD, of the differences between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). This helps them to better understand, and plan better communication as well as assessments for the ELL in their classroom. It also helps them to familiarize themselves with the different levels of expectations from the ELL students and how to guide the students to perform at the same expectations of their peers. They are also asked to sit the ELL near the students that are most active in the classroom so that the ELL is surrounded by an English language rich environment as much as possible. The ENL teacher models for the teachers and Paras of ELLs how to produce a verbal response from the ELL by using the TPR and visual cues methods and techniques. At the November PD (Election Day), all school staff is encouraged to share how the ELLs learning style is / may be affected by their cultural norms. Awareness in cultural differences, cultural sensitivity, and acceptance is then discussed by the ENL teacher. Teachers and Paras of PS 68s ELLs are encouraged to communicate with the ENL teacher for any assistance they may need relating to the ELL. They are also encouraged to observe the ENL teacher in the ENL classroom whenever possible. PD for the staff also includes at least 15% of PD for non ENL teachers each Monday, and up to 50% PD for the ENL teacher as per the CR Part 154.2. Records of all PDs are kept in the form of sign in sheets.

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?
Parental involvement is considered crucial in the acquisition of the English language in the ELL. To foster a relationship between the ELLs parents and the school, PS 68 conducts individual meetings with the parents on Tuesdays, where each Tuesday will be dedicated to an individual parent. In this way the parent can voice his/her concerns about how their child is learning in school, and how PS 68 can best help reach their child academically. Parents that can not attend a face to face meeting, are provided with the ENL teachers email and class phone extension. In some cases parents do not want to communicate with the school. These parents are provided with notes from the teacher on their child's academic and linguistic progress. Communication between both the teacher and the parents is always encouraged and welcomed. Records of individual meetings are kept by the ENL teacher, detailing the parents' concerns and topics discussed. Parents will be asked to sign and date a log which will be placed in a folder and maintained by the ENL teacher. Parents that can not attend face to face meetings, will be reached via telephone with translators if needed and these conversations will also be logged and kept by the ENL teacher. Also, parents are surveyed to determine the best day and time as well as the topic they would like to learn more about in order for administration and teachers to plan and deliver parent workshops. Other parent meetings will be encouraged during open school week, portfolio night, and other open school opportunities that the parents can attend. In addition, the mandated parent teacher conferences, teachers from each grade and speech therapists offer two additional workshops on literacy and math, including strategies taught in class and home support. Translation services are provided should parents need.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELLs are invited to become involved in the ELLs education. To promote and facilitate such involvement, parental workshops in academic and social issues are also offered to parents. These workshops include information that will help the parent understand the schools' homework, trips, lunch and school safety policies. They may teach the parents how to assist the ELL with math, reading, and academically motivating games and websites. To foster a relationship between the child and home, PS 68 will implement future opportunities that will allow the parents and the children to feel welcome at PS 68 and part of the PS 68 family. These activities include but are not limited to: Read Aloud night, Movie night, Family game night, Culture Dinner Night. One such activity in place at PS 68 is the Playground Reading Fun program which runs once a year in honor of the child that the school playground is named for; which loved to be read to and to have fun. This activity serves as a motivator for the student population at PS 68 to read, with a partner or individually and to have fun with reading. Parents of ELLs and ELL-SWDs are also provided with opportunities to participate in school trips and classroom parties.

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.
More information to follow as our program evolves with new ELLs
**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, Lorrie Brown, 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.
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

**School Name:** Port Richmond School of Vision  
**School DBN:** 31R068

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lorrie Brown</td>
<td>Principal</td>
<td></td>
<td>09/07/17</td>
</tr>
<tr>
<td>NA</td>
<td>Assistant Principal</td>
<td></td>
<td>09/07/17</td>
</tr>
<tr>
<td>NA</td>
<td>Parent Coordinator</td>
<td></td>
<td>09/07/17</td>
</tr>
<tr>
<td>Nancy Ferraro</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>09/07/17</td>
</tr>
<tr>
<td>Christine Coughlin</td>
<td>Parent</td>
<td></td>
<td>09/07/17</td>
</tr>
<tr>
<td>Brigitte McCue/ Cluster</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>09/07/17</td>
</tr>
<tr>
<td>Maria Hart/GE</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>09/07/17</td>
</tr>
<tr>
<td>NA</td>
<td>Coach</td>
<td></td>
<td>09/07/17</td>
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<tr>
<td>NA</td>
<td>Coach</td>
<td></td>
<td>09/07/17</td>
</tr>
<tr>
<td>Doreen Batista</td>
<td>School Counselor</td>
<td></td>
<td>09/07/17</td>
</tr>
<tr>
<td>Anthony Lodico</td>
<td>Superintendent</td>
<td></td>
<td>09/07/17</td>
</tr>
</tbody>
</table>
| Enrique Domingo                   | Field Support Center Staff Member  
Enrique Domingo                  |           | 09/07/17        |
| Melissa Wilde                     | Other Speech teacher           |           | 09/07/17        |
| Melinda Viera                     | Other PTA Co President         |           | 09/07/17        |
| NA                                | Other NA                       |           | 09/07/17        |
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

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>(*Primary)</td>
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</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.

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>
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</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.

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>
</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>
</table>

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

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.

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.)

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?