2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

School Name: P.S. 068 BRONX

Principal: AIDIMARIS SOLER
Comprehensive Educational Plan (CEP) Outline

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## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>PS. 68</th>
<th>School Number (DBN):</th>
<th>11X068</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td>321100010068</td>
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<td></td>
</tr>
<tr>
<td>Grades Served:</td>
<td>Pre-K - 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Address:</td>
<td>4011 Monticello Avenue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718 324-2854</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fax:</td>
<td>718 324-3852</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>AidimarisSoler</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:ASoler2@schools.nyc.gov">ASoler2@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal:</td>
<td>AidimarisSoler</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Richard Salisbury</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Monique Francis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>AidimarisSoler</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Winsome Bryden</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>Janet Chamorro</td>
<td></td>
<td></td>
</tr>
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</table>

## District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>11</th>
<th>Superintendent:</th>
<th>Jeremy Kabinoff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>1250 Arnow Avenue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:Jkabino@schools.nyc.gov">Jkabino@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718 519-2620</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fax:</td>
<td>718 519-2626</td>
<td></td>
<td></td>
</tr>
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</table>

## Field Support Center (FSC)

<table>
<thead>
<tr>
<th>FSC:</th>
<th>Bronx</th>
<th>Executive Director:</th>
<th>Rudy Rupnarain</th>
</tr>
</thead>
</table>
### 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>AidimariSolera</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Richard Salisbury</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Monique Francis</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Hope Amos</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Winsome Bryden</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Janet Chamorro</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Jamila Kingston</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Dreana Coleman</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Christine Franquie-Caban</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Kenrick Modeste</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Ndidiak Rabi</td>
<td>Member/Teacher UFT</td>
<td></td>
</tr>
<tr>
<td>Marva Pennicott</td>
<td>Member/Teacher UFT</td>
<td></td>
</tr>
<tr>
<td>Lakisha Woods</td>
<td>Member/Teacher UFT</td>
<td></td>
</tr>
<tr>
<td>Dinae Juliano</td>
<td>Member/Teacher UFT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</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.

### The Six Elements of the Framework for Great Schools

<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>
</tr>
<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>
</thead>
<tbody>
<tr>
<td>Keeping an Open Mind, P.S. 68X will build our school community by motivating students to develop confidence, while embracing academic and social opportunities.</td>
</tr>
</tbody>
</table>

2018-19 CEP
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.

<table>
<thead>
<tr>
<th>P.S. 68’s mission is to build our school community by motivating students to develop confidence, while embracing academic and social opportunities. Our vision is that our students Keep an Open Mind by being determined, flexible, and always ready to take risks while learning. Our belief is that our students will be successful when the whole community collaborates to provide a safe and supportive environment; rich in engaging, differentiated instruction and responsive to the needs of every individual.</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 68 is located in the Wakefield section of the Bronx. Our school population consists of 645 students in Grades Pre K - 5. Our school is composed of general education classes (12), Integrated Collaborative Classes (7), NEST classes (10), Self-Contained classes (6). The ethnic composition of P.S. 68 is as follows: Hispanic: 20%, American Indian: 1%, Asian: 1%, Black: 76%, White: 1%, Other combined: 1%. Of these students, 1.5% receive ELL services and about 23% receive Special Education Services. The NEST program services 6% of our students.</td>
</tr>
<tr>
<td>Our school offers a wide variety of programs that extend the learning taking place within the classroom and supports the progress of every child and their different learning styles and interests. We make every attempt to provide students with academic skills as well as social and academic behaviors that will prepare them to meet the challenges they will encounter as they continue their education beyond the walls of our school. These include the following:</td>
</tr>
<tr>
<td>● The PS 68 NEST program has become a magnet for parents seeking an appropriate education for their students with high functioning autism to be educated with their peers. Our peers in education have made numerous referrals to friends and family members to attend our school.</td>
</tr>
<tr>
<td>● Education Through Music (ETM): Ensures that all students Pre-K through 5 receive general music instruction. All classes participate in Winter, Spring, and Holiday concerts. Small group instrumental lessons are available for 4th and 5th grade students who participate in the String Orchestra. The school Chorus is open to students in Grades 3-5 to perform in concerts.</td>
</tr>
<tr>
<td>● PS 68 continues to be part of the District 11 Instructional Focus Collaboration (IFC). This initiative consists of grouping 3 schools and form cohorts with similar instructional focus. The emphasis of the IFC is to identify best practices within our cohort and implement them in our schools. In addition, this collaboration allows us to create partnerships and conduct inter visitations between the IFC cohort schools.</td>
</tr>
<tr>
<td>● We have a partnership with CKing Education Consulting. The focus of this partnership is to continue to build our teachers’ pedagogical skills and enhance our schools’ foundation using the mathematical practices. The goal is for our students to show mastery of mathematical skills during the early childhood grades (K-2). This will maintain and transfer the necessary skills that the students need in order to obtain academic success in the next coming grades (3-5) and the transition to middle school.</td>
</tr>
<tr>
<td>● This year our third grade students will join our fourth and fifth grade students in receiving instruction in departmentalized classrooms, with specialized instruction in ELA (reading &amp; writing) and Mathematics. Each teacher will teach one subject area. This will permit teachers to have a specialty in said area. Each partnership will consist of 2 teachers. They will be providing instruction of the selected subject to each other’s homeroom. The 3rd, 4th and 5th grade Nest classes are also included in the Departmentalization. The ICT classes in 3rd and 4th grade are not part of the departmentalization due to a decline in registers. However, the 5th grade ICT is part of the Departmentalization program.</td>
</tr>
<tr>
<td>● For the past 2 years, PS 68x has been exposed to the Kagan Structures. These instructional strategies are designed to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction. Our expectation is for our students become familiar with various structures and use them as a vehicle of learning.</td>
</tr>
</tbody>
</table>
● Academic Celebrations: Parents attend celebrations scheduled throughout the school year according to the units of study; students celebrate their writing pieces, response to literacy or demonstrate problem solving skills as the culminating activities of each unit.

● P.S. 68 has an ongoing partnership with COMPASS, an after-school program providing students opportunities to participate in sports, civic engagement, healthy living, project based learning. In addition, it supports the arts (music & dance) and other clubs.

Our after-school program will serve as an intervention to work with students in grades 2 – 5 who are performing at a level 1 and level 2. The goal is to work towards closing the academic gap in ELA and Math. Each academic intervention group will have a certified teacher to provide small group instruction and reinforce academic skills.

This year we are launching our Homework Clinic: Parents and student working together to promote understanding of the common core standards. One certified teacher will work with parents whose children are in kindergarten thru second grade to ensure parents are familiar with the concepts that are being taught in our classroom daily. Also, another teacher will be selected to work with the parents of students who are in grades three thru five to provide the same service.

Immigrant After-school Program will provide additional help to the families which English is not their first language. It allows parents and students to be familiarized with language websites and basic communication skills in English.

To ensure we meet the diverse needs of our community members, we collaborate with several community based organizations, including: Phipps, Education Through Music, and NYU who support the NEST program.

P.S. 68 continues to show growth as measured by New York State ELA and Math Exams. We currently showed an increase of grades 3-5 students achieving proficiency. Our growth was 11% in ELA and 12% in Math. P.S. 68 is recognized as a school in Good Standing for the 2017-2018 school year.

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

Our school has a significant number of students comprising our special student population. We have several programs that help address the students’ specific needs according to their individualized education plan. We currently have the following classes: Self-contained, Integrated Co-Teaching, Nest Program and SETTS program. For example, our nest program provides students with social emotional support. Our IEP teacher provides an intensive intervention program with students who are more than 2 grades behind. Approximately 148 of our students have IEP’s and 1% is identified as English Language learners.

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers

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
**Most Progress over this year:** This year we addressed the Supportive Environment one of the elements of the Framework for Great Schools. Last year our school had a high number of incidents ranging from levels 1 to level 5 as evidenced of OORS system. We took several important steps to address this element including a SAVE teacher and room, two section lunch periods, direct supervision to individual classes by school aides, hallway patrol and participation from the direct supervisors and guidance counselors.

**Key Area of Focus:**

As noted during our Quality Review the effectiveness of teacher teams as well as the ability to utilize data to improve instruction is the key component in moving our students. In response to this need we currently have a team of teachers who were accepted to the NYC Teacher Leadership Program for September 2015. At the conclusion of the program the team will have learned and practiced using a variety of facilitation protocols for effective goal-setting, problem-solving, and reflective practices related to teacher and student work. They will be active leaders in our school to support teacher teams. Our goal is to use the knowledge and skills achieved through teacher teams and inquiry work to support our growth in Goal 5A; increase the number of early childhood students who have mastered “reading habits” to make them lifelong readers and support them as they move through the grades as well as increase the number of upper grade students that can read on or above grade level.

**Accomplishments:**

**Area of Greatest Growth:**

Our greatest growth this year is in the structures that have been established to improve and support the instructional core (1.1, 1.2 and 2.2). We have implemented a variety of systems specifically designed to provide meaningful opportunities for professionals to share their expertise and knowledge as a means to improve academic outcomes for all students. We started a professional learning culture for teachers to share their best practices on how students learn best. In addition, teachers began to conduct intervisitation among themselves to obtain ideas that will help improve areas of needs. Professional development has been customized to address most of the Advance components to increase the rating score. In addition, some professional developments have been created based on teachers’ choice.

Our School Based Improvement Team thrived this year and was responsible for significant changes in school tone and focus. In addition, we created Vertical Teams for Math and ELA comprised of representatives from each grade level and sub groups (ELL teacher and IEP teacher) whose role it was to provide communication between their respective teams, their colleagues and administration. Teacher teams have established protocols and agendas. Distributive leadership is the cornerstone practice of these meetings involving all members of the team rotating roles. Critical decisions relating to instruction are an essential function of these teams.
# School Demographics and Accountability Snapshot for 11X068

## School Configuration (2018-19)

<table>
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<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04, 05</th>
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<tbody>
<tr>
<td>Total Enrollment (2017-18)</td>
<td>681</td>
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<tr>
<td>SIG Recipient (Y/N)</td>
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### English Language Learner Programs (2018-19)

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

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

- **# Special Classes (ELA)**: 45
- **# SETSS (ELA)**: 18
- **# Integrated Collaborative Teaching (ELA)**: 126
- **# Special Classes (Math)**: 43
- **# SETSS (Math)**: 17
- **# Integrated Collaborative Teaching (Math)**: 126
- **Types and Number of Special Classes (2018-19)**: 
  - **# Visual Arts**: 29
  - **# Music**: 24
  - **# Drama**: 3
  - **# Foreign Language**: N/A
  - **# Dance**: N/A
  - **# CTE**: N/A

### Racial/Ethnic Origin (2017-18)

- **% American Indian or Alaska Native**: 0.9%
- **% Hispanic or Latino**: 19.7%
- **% White**: 0.9%
- **% Limited English Proficient**: 0.7%
- **% Students with Disabilities**: 24.1%

### School Composition (2017-18)

- **% Title I Population**: 69.0%
- **% Free Lunch**: 67.8%
- **% Reduced Lunch**: 1.3%
- **% Limited English Proficient**: 0.7%
- **% Students with Disabilities**: 24.1%

### Personnel (2015-16)

- **Years Principal Assigned to School (2018-19)**: 2.09
- **# of Assistant Principals (2016-17)**: 1
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching with Fewer Than 3 Years of Experience**: 15%
- **Average Teacher Absences (2014-15)**: 7.1
- **% Multi-Racial**: 1.5%

### Student Performance for Elementary and Middle Schools (2017-18)

#### ELA Performance at levels 3 & 4
- 43.6%

#### Mathematics Performance at levels 3 & 4
- 37.4%

#### Science Performance at levels 3 & 4 (4th Grade) (2016-17)
- 79%

#### Science Performance at levels 3 & 4 (8th Grade) (2016-17)
- N/A

### Student Performance for High Schools (2017-18)

#### ELA Performance at levels 3 & 4
- N/A

#### Mathematics Performance at levels 3 & 4
- N/A

#### US History Performance at Levels 3 & 4
- N/A

#### 6 Year Graduation Rate
- N/A

#### Regents Diploma w/ Advanced Designation
- N/A

### Overall NYSED Accountability Status (2018-19)

#### Reward
- No Recognition
- N/A

#### In Good Standing
- Yes
- Local Assistance Plan
- No

#### Focus District
- Yes
- Focus School Identified by a Focus District
- No

#### Priority School
- No
- Focus Subgroups
- N/A

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

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>YES</td>
<td>Asian or Native Hawaiian/Other Pacific Islander (N/A)</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>Limited English Proficient</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
</tr>
</tbody>
</table>

#### High School

| American Indian or Alaska Native | N/A | Black or African American |
| Hispanic or Latino               | N/A | Asian or Native Hawaiian/Other Pacific Islander (N/A) |
| White                            | N/A | Multi-Racial              |
| Students with Disabilities       | N/A | Limited English Proficient |
| Economically Disadvantaged       | N/A | ALL STUDENTS               |

**Met Adequate Yearly Progress (AYP) in ELA (2016-17)**

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

**Met Adequate Yearly Progress (AYP) in Science (2016-17)**

**Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**

| American Indian or Alaska Native | N/A | Black or African American |
| Hispanic or Latino               | N/A | Asian or Native Hawaiian/Other Pacific Islander (N/A) |
| White                            | N/A | Multi-Racial              |
| Students with Disabilities       | N/A | Limited English Proficient |
| Economically Disadvantaged       | N/A | ALL STUDENTS               |

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

| American Indian or Alaska Native | N/A | Black or African American |
| Hispanic or Latino               | N/A | Asian or Native Hawaiian/Other Pacific Islander (N/A) |
| White                            | N/A | Multi-Racial              |
| Students with Disabilities       | N/A | Limited English Proficient |
| Economically Disadvantaged       | N/A | ALL STUDENTS               |

**Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**

| American Indian or Alaska Native | N/A | Black or African American |
| Hispanic or Latino               | N/A | Asian or Native Hawaiian/Other Pacific Islander (N/A) |
| White                            | N/A | Multi-Racial              |
| Students with Disabilities       | N/A | Limited English Proficient |
| Economically Disadvantaged       | N/A | ALL STUDENTS               |
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.

Performance:

The trend across the school shows an increase in the percentages of students reading at level 3 in kindergarten and fourth grade and an increase in the percentages of students reading at level 4 in first grade, second grade, third grade, and fifth grade over the past two school years. Additionally, there is a decrease in the percentages of students performing at Level 1 in first grade, second grade, and fifth grade over the two years.

STUDENT END OF YEAR PERFORMANCE AS MEASURED BY F & P: 2016 – 2018

<table>
<thead>
<tr>
<th>Year</th>
<th>Level K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>1</td>
<td>14%</td>
<td>50%</td>
<td>50%</td>
<td>48%</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>17%</td>
<td>10%</td>
<td>10%</td>
<td>14%</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>24%</td>
<td>31%</td>
<td>31%</td>
<td>22%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>30%</td>
<td>9%</td>
<td>9%</td>
<td>12%</td>
<td>33%</td>
</tr>
<tr>
<td>2017</td>
<td>1</td>
<td>25%</td>
<td>45%</td>
<td>20%</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>12%</td>
<td>21%</td>
<td>10%</td>
<td>18%</td>
<td>19%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>50%</td>
<td>3%</td>
<td>23%</td>
<td>12%</td>
<td>15%</td>
</tr>
<tr>
<td>2018</td>
<td>4</td>
<td>14%</td>
<td>32%</td>
<td>47%</td>
<td>22%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Strengths:

- Monthly progress monitoring allowed for accurate data during Data Meetings and Teacher Inquiry Meetings.
- Teachers engaged in targeting groups of students for a six-week cycle based on specific deficits in decoding.
- Instructional Coaches supported teachers in analyzing running records and planning instruction based on students’ specific needs.
- Twice a year, instructional supervisors met with individual teachers to review class data.

Needs:
- Continue to address individual students’ based on formative assessments.
- Accurate interpretation of data collected in both Running Records and Core Knowledge Assessments for grades K-2 to be used when designing whole-group and small group instruction.
- Accurate interpretation of data collected in both Running Records and EL Education assessments for grades 3-5 to be used when designing whole-group and small group instruction.
- Ongoing training in EL Education curriculum for grades 3-5 ELA teachers.
- Ongoing DIBELS training for K-2 teachers.

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, there will be a 3% increase in the percentage of students who are reading on/above grade level as determined by Fountas and Pinnell leveling system administered in October and June.
### 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><strong>Research-based instructional programs &amp; Professional Development:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers &amp; Students</td>
<td>September 2018 through June 2019</td>
</tr>
<tr>
<td></td>
<td>Instructional Supervisors</td>
<td>Instructional Coach</td>
</tr>
<tr>
<td></td>
<td>RTI for specific groups of students in 6-week cycles.</td>
<td>Teachers &amp; Students</td>
</tr>
<tr>
<td></td>
<td>Targeted instruction in small groups using SPIRE (Specialized Program Individualizing Reading Excellence).</td>
<td>Teachers &amp; Students</td>
</tr>
<tr>
<td></td>
<td>Data Talks with Supervisor (6-week cycles) and Teacher Inquiry (bi monthly) meetings to best support direct instruction with current data.</td>
<td>Teachers &amp; Students</td>
</tr>
<tr>
<td><strong>Strategies to Address the Needs of Specific Learners:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers &amp; Students</td>
<td>September 2018 through June 2019</td>
</tr>
<tr>
<td></td>
<td>Instructional Supervisors</td>
<td>Instructional Coach</td>
</tr>
<tr>
<td></td>
<td>RTI Teachers</td>
<td>Classroom Teachers</td>
</tr>
<tr>
<td></td>
<td>Parents</td>
<td>Parents</td>
</tr>
<tr>
<td><strong>Strategies to Increase Parent Engagement:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parents &amp; PTA SLT Literacy Coaches</td>
<td>September 2018 through June 2019</td>
</tr>
<tr>
<td></td>
<td>Instructional Supervisors</td>
<td>Literacy Coaches</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>Universal Literacy Coach</td>
</tr>
</tbody>
</table>
### Activities That Address the Capacity:
- Teachers will participate in inter-visitation of classrooms, lesson studies, common planning and revisions of lessons to ensure access to the curriculum for all students.
- Protocols established for all grade level and vertical teams to share, analyze and revise lessons, units and practices to meet the needs of all learners.

<table>
<thead>
<tr>
<th>September 2018 through June 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Supervisors</td>
</tr>
<tr>
<td>Instructional Coaches</td>
</tr>
</tbody>
</table>

### 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.

P.S. 68X’s Literacy coaches and instructional supervisors will facilitate workshops for families to help parents develop an understanding of the expectations in rigorous instruction in literacy and mathematics. In addition, instructional coaches will conduct Common Core workshops in literacy and math once a month. These workshops will provide families with strategies to help their children work towards mastering the Common Core standards. Teachers will provide parents will resources that they can use at home to reinforce literacy and math skills.

### 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.

<table>
<thead>
<tr>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>o CKLA materials purchased</td>
</tr>
<tr>
<td>o Literacy Coaches</td>
</tr>
<tr>
<td>o Parent Coordinator</td>
</tr>
<tr>
<td>o Schedule for collaborative and common planning</td>
</tr>
<tr>
<td>o Professional development opportunities</td>
</tr>
<tr>
<td>o Math Consultant</td>
</tr>
</tbody>
</table>

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

| | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|
| X | | | | | | | | | |

| | C4E | | 21st Century Grant | | SIG | | PTA Funded | | In Kind | | Other |
|---|---|---|---|---|---|---|---|---|---|---|
| X | | | | | | | | | | |

### 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.

**Mid-point benchmark: February 2019**
Mid-point progress will be measured by: Quarterly reading levels will be collected by instructional supervisors and coaches to track progress and adjust instruction and interventions to meet the needs of all learners.

Mid-point target: There will be a 3% increase in the percentage of students who are reading on/above grade level as determined by Fountas and Pinnell Leveling system.

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

- Core Knowledge Language Arts Skills end of units assessments
- Fountas and Pinnell Leveling System
- EL Education Mid-Unit and End of Unit Assessments
- End of Writing Unit prompts according to the mode of writing
- Reading Comprehension passages short and extended responses

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

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

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

Performance:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>LEVEL 5</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>236</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>35</td>
<td>98</td>
<td>84</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>24</td>
<td>29</td>
<td>28</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>114</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>22</td>
<td>42</td>
<td>21</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Strengths:

Significant progress has been made in reducing the number and level of infractions across the school due to a combination of the following practices:

- Reconfiguration of guidance counselor assignments to support students and teachers across the day
- PBIS team is now a subsection of School Based Improvement Team. As such, membership and participation by staff has increased
- Building on positive students response to increased profile of school rules and respect for all initiative, school-wide recognition is consistent and prominent
- OORS data shows lowest number of infractions in several years, for all categories

Needs:

- Roll out and implement the updated PBIS Matrix
• Unify behavior monitoring and recognition methods throughout school (Class Dojo)
• Improve teacher modeling of desired behaviors (tone of voice, polite speech, patience) through instruction and progress monitoring
• Increase training on behavior management and de-escalation/crisis intervention for all teachers and school aids
• Respond proactively to identified target groups/times when the infractions occur by devising plans to prevent or de-escalate risk bearing situations

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, there will be a 10% reduction in the number of level 3 & 4 infractions as defined in the New York City Discipline Code as evidenced by the OSYD Data.
**Part 3a – Action Plan**

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| - 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). |
| 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? |
| Research-based instructional programs & professional development:  
- Workshops/assemblies will be given throughout the school-year to staff, parents and students on topics including:  
- Thrive NYC - develop a plan for the school to address the mental health needs of students through a tiered approach  
- De-Escalation/ Crisis Intervention  
- Respect For All  
- Discipline Code Manual  
- P.B.I.S. Tiered intervention program  
- SWIS  
- Stepping up to Bullying and Character Building  
- Child Abuse  
- TCIS/ LSCI  
- Classroom DOJ  
- Attendance Protocols |
| Entire school community (Tier 1) |
| Sept 2018 – June 2019 |
| - Thrive NYC Consultants  
- School Administration  
- School Counselors  
- School Social Worker  
- School Psychologist  
- S.A.V.E Room Teacher  
- Teachers  
- Paraprofessionals  
- School Aides  
- Parents |

**Strategies to address the needs of specific learners (sub-groups):**

**Mandated Counseling**

- At- Risk Counseling  
- Social Club  
- Peer Mediation Groups  
- ELL Supports  
- Push in Therapeutic Supports  
- RTI Supports  
- Lunch Bunch/ Club Groups  
- AM/PM Check In(s) and Out(s)

**Strategies to Increase Parent Engagement:**

- Parent Workshops / Family Curriculum Nights

**Target Group(s)**

**Timeline**

**Key Personnel**
• School Community Functions:
  1. Multi-cultural Evening
  2. Seasonal Carnival
  3. Father/ Daughter and Mother/ Son Dance
  4. 5th Grade celebrations
    • PTA Meetings

/Guardians SLT members the school year

• Thrive NYC Consultants
• Administration
• School Counselors
• Parent Coordinator
• Teachers
• Parents
• SLT Members
• Social Worker
• School Psychologist

Activities That Address the Capacity:

• Thrive NYC consultant will provide professional development on mental health issues to the entire school community

Ongoing throughout the school year

Thrive NYC consultants and administration

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.

P.S. 68X will engage the families by providing informational workshops on bullying (definitions and prevention) as well as conduct ‘town hall’ style meetings where administration will learn the opinions and concerns of the community. PS 68 will use surveys to ascertain parent’s level of satisfaction with the response to topics raised at these meetings.

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.

Resources:

Within our school community we have promoted P.B.I.S which teaches and supports positive behaviors throughout the school building by allowing students to become familiar with expectations of appropriate behaviors. P.S 68 recently altered our theme to “A Sail Matrix” which will have students focus on being safe, attentive, in control and to lead with responsibility. Areas that will be targeted include the (classroom, hallway, stairwell, bathroom, schoolyard, cafeteria and auditorium). P.S 68 has positive behavior reinforcement incentives in place within classrooms and throughout the school community. Due to data feedback from OORS, SWIS, teacher surveys, and the benchmark of quality we have been able to target strengths and weaknesses within our P.B.I.S model allowing us to make system changes accordingly. To achieve accurate data tracking, and monitoring of our goals we have a full team of trained staff i.e (School Counselors, Social worker, School Psychologists, S.A.V.E room teacher, and Assistant Principals) who are all trained in therapeutic De-Escalation/ Crisis Intervention support systems. Some of our sources include:

- OORS
Schedule adjustments have also been made to aid to staff being more visible and attentive towards students’ needs during less structured periods i.e (lunch/ recess, departmentalized transitioning in hallways, lunch bunches and social/ emotional groups.)

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title 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>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</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.

**Mid-point benchmark:** February 2019

**Mid-point monitoring activities timeline:** Monthly meetings with (P.B.I.S, De-Escalation/ Crisis Intervention teams) and the safety committee to review strengths and weaknesses of each system while reviewing data.

**Mid-point progress will be measured by:**

- OORS
- SWIS
- Classroom DOJO
- P.B.I.S Stages

**Mid-point target:**

Data will show that we have not exceeded 5% of level 3 & 4 infractions as defined in the New York City Discipline Code as evidence by OSYD data.

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

The instruments of measurements that are used to assess progress are OORS, SWIS, ABC forms, Behavior Support Forms, Classroom DOJO, BIP for Tier II & Tier III students.

**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.

<table>
<thead>
<tr>
<th>Performance:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ineffective</strong></td>
<td>2%</td>
</tr>
<tr>
<td><strong>Developing</strong></td>
<td>30%</td>
</tr>
<tr>
<td><strong>Effective</strong></td>
<td>66%</td>
</tr>
<tr>
<td><strong>Highly Effective</strong></td>
<td>2%</td>
</tr>
</tbody>
</table>

2017 Ineffective 1%
Developing 20%
Effective 79%
Highly Effective 0%

2018 Highly Effective 0%

MOTP data indicates a positive trend in teacher effectiveness in most domains. However, there remains a significant number of teachers who are rated Developing which may negatively impact student outcomes.

**Strengths:**

- As noted in the Quality Review, PPO and through MOTP observations it is apparent that teachers are implementing a wide array of engaging, differentiated, rigorous, and data driven activities. Teachers also implement strategic grouping structures to address the learning needs of students. For example:
- Teachers are collaborating throughout the years by scheduling professional development and teacher team meetings as well as lunch and learns.
- Teachers collaborate based on the Danielson observation feedback to focus on effective best practices.
- Teachers are provided with opportunities to participate in professional learning that is aligned to their grade inquiry work.
- Teacher teams were created at each grade level where teachers collaborate and share roles and responsibilities. Decisions relating to instruction and student performance are essential to the functioning of the grade teams.

**Needs:**

Specific areas of challenge for individual and groups of teachers need to be identified through analysis of MOTP observation data, especially teachers rated Developing or Ineffective. Targeted and differentiated PD needs to be provided to support the growth of all teachers in the following components: Questioning & Discussion (3b),
Student Engagement (3c) and Formative Assessment (3d).

- Teachers need to encourage more student to student conversation throughout the lesson.
- Teachers need to encourage students to build upon one another’s responses and initiate discussions.
- Teachers also need to hold students accountable for justifying their thinking and formulating their own questions.
- Teachers need to help students develop the skills to self assess and monitor their own progress.

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, administration, coaches, mentors and teachers will cultivate a culture of professional growth and collaboration with a focus on designing coherent instruction (Domain 1) and using assessment in instruction (Domain 3) resulting in 65% or higher of teachers rated effective or highly effective in these components in Advance.
### Part 3a – Action Plan

#### Activities/Strategies

Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research-based instructional programs &amp; Professional Development:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>Sept 2018 - June 2019</td>
<td>Administration/Literacy consultant</td>
</tr>
<tr>
<td>Danielson inter-visitation teams with a focus on the specific indicators contributing to their Developing rating</td>
<td></td>
<td>Team Leaders</td>
</tr>
<tr>
<td>Targeted professional development for teachers in areas identified through MOTP observations.</td>
<td></td>
<td>New Teacher Center</td>
</tr>
<tr>
<td>Mentor and Coaching support for early career teachers and those identified through MOTP observations</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Strategies to Address the Needs of Specific Learners:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers/paraprofessionals/IEP and ENL teachers</td>
<td>Sept 2018 - June 2019</td>
<td>Administration/Literacy Consultant/Team Leaders</td>
</tr>
<tr>
<td>Administrators will identify the individual teachers achieving a Developing rating and the specific indicators contributing to this rating.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each Administrator will identify two teachers to provide targeted support to move them from a Developing rating to an Effective rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Strategies to Increase Parent Engagement:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>Sept 2018</td>
<td>Administration/Parent Coordinator</td>
</tr>
<tr>
<td>Teachers will prepare newsletters, conduct workshops, and contribute to the PS68 website with a focus on supporting struggling students and parent involvement in their child’s education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families</td>
<td>June 2019</td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td>Guardians</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Activities That Address the Capacity:

- Professional development and inter-visitations to address Danielson 3b
- Mentors participate in professional learning series including full day trainings, forums, and on-site support. Track interactions online, share tools and collaborate confidentially with mentees.
- Use formative assessment mentoring tools to support mentees with planning, differentiation, analyzing student work, cycles of observations, feedback and support social-emotional learning positively impacting student outcomes.
- Ongoing communication between mentors and administration to discuss mentors goals, schedule and collaborate.
- Mentors to create checklist to support school wide expectations for Danielson components that are not rated, i.e. culture for learning, parent communication, data.

<table>
<thead>
<tr>
<th>Administration/ Coaches/ Consultant</th>
<th>Mentors/ Mentees</th>
<th>Mentors and Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>On going throughout the year</td>
<td>Regularly scheduled meetings approximately 3 - 4 weeks</td>
<td>Mentors supported by administration</td>
</tr>
<tr>
<td></td>
<td>Internal school staff</td>
<td>All teachers</td>
</tr>
</tbody>
</table>

### 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.

**Teachers will prepare newsletters, conduct workshops, and contribute to the P.S. 68X website with a focus on supporting struggling students and parent involvement in their child’s education.**

- Based on student and Danielson teacher feedback data, opportunities will be provided to support parents with strategies and skills that can be used to support learning at home.
- We will continue support during PTA meetings, School Leadership Team meetings as well as coffee with the Principal meetings.

### 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.

- Literacy Consultant & Literacy Coaches
- Parent Coordinator
- Scheduling changes to allow professional learning and collaboration among team members
- Per diem monies to support professional development and forums for mentors
- Per session to support summer training for mentors and supervisors
- Support provided for first/second year teachers through prep periods
- Per session funding to allow staff time to collaborate for blocks of time.

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

Mid-point benchmark: February 2019

Mid-point monitoring activities timeline:

Monthly meetings with targeted staff to address strategies supporting student engagement with the content, ongoing informal instructional observations to address teacher’s needs and provide instant actionable feedback.

Mid-point progress will be measured by:

Data collected from formal and informal observations targeting the teacher’s specific area of deficiency.

Mid-point target:

Danielson Framework data will reflect at least 2/3 effective ratings in domain 3.

- Use of tracking system and cabinet meetings to keep abreast of teachers who need support.

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

Advance Danielson rating system

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.

<table>
<thead>
<tr>
<th></th>
<th>NYS ELA</th>
<th>NYS MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>1 31 18 34 38 28 46</td>
<td>2 36 44 38 38 46 26</td>
</tr>
<tr>
<td>2017</td>
<td>4 3 11 8 5 4 10</td>
<td>3 29 26 20 19 21 18</td>
</tr>
<tr>
<td>2017</td>
<td>1 15 17 34 33 24 36</td>
<td>2 35 42 27 36 34 25</td>
</tr>
<tr>
<td>2018</td>
<td>4 4 13 13 6 22 9</td>
<td>3 46 30 26 25 20 30</td>
</tr>
</tbody>
</table>

Performance:

Student performance data posted on NYS Common Core Data site for 2016-2017 and 2017-2018 assessments.

Strengths:

P.S. 68X continued its trend of improvement over the past three years, as there was an increase in the number of proficient students in ELA and Math from the 2016-2017 school year to the 2017-2018 school year.

Needs:

P.S. 68 services a fairly high student population with IEPs (30%). About 80% of our students were born outside the US or first generation immigrants. Over 95% students are entitled to free or reduced lunch. Therefore most of the families are living below the poverty level. We believe all students are able to learn and should have access to high quality rigorous instruction that prepares them for college and career readiness. In order to continue this growth, we are preparing our staff to support our students social and academic progress, fostering a culture of high expectations for all members of the school community.
Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—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 teachers of grades 3, 4, and 5 will have implemented best practices in designing coherent instruction (1e) and using assessment in instruction (3d) in math and ELA as aligned to the Danielson Rubric. This will be measured by an increase of at least 3% in level 3’s and level 4’s in the NYS Common Core Mathematics and ELA Assessments.
### 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><strong>Target Group(s) Who will be targeted?</strong></th>
<th><strong>Timeline What is the start and end date?</strong></th>
<th><strong>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>September 2018 through June 2019</td>
<td>Instructional Supervisors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Math Consultant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructional Coaches</td>
</tr>
</tbody>
</table>

**Research-based instructional programs & Professional Development:**

- CKing Education
  - EL Education
    - Professional Development with a focus on student engagement and using assessment in instruction
  - Ready Math
  - Amplify Science
  - Algebra for All

- EL Education

- Professional Development with a focus on student engagement and using assessment in instruction

- Ready Math

- Amplify Science

- Algebra for All

**Strategies to Address the Needs of Specific Learners:**

- Implementation of Kagan Structures
  - Response to Intervention (6-week cycles) for select group of students
  - Khan Academy
  - Data Conferences

- Pushable
  - Two's
  - Parents

- AIS Teachers

**Strategies to Increase Parent Engagement:**

- Morning and afternoon workshops on standards and strategies for homework help
- Classroom Dojo, Seesaw, Remind App
- RTI Progress reports
- Khan Academy

- Parents/Families

- Instructional Coaches

- Parent Coordinator
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.

The PTA workshops, Coffee and Chat with the Principal and SLT meetings will be held monthly. The key personnel are the principal, instructional supervisors, the parent coordinator and the PTA president.

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.

Resources:

- Funds to support RTI and Coaches positions
- Common Planning Time for Departments and Grade Team Bands
- Professional Development Opportunities for Teachers
- Literacy and Math Consultants
- Funds to Offer Per Session or Training Rate for Teachers to Complete Work on Literacy Units
- Resources/Funds to Facilitate Inter-visitations Among Teachers
- Ready Assessment Resources for Math
- EL Education Curriculum
- Amplify Science Curriculum

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

|       | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
|-------|----------|---|-------------|---|-------------|---|-------------------|---|-------------------|
|       |          |   |            |   |            |   |                   |   |                   |
| X     |          |   | 21st Century Grant | | SIG | | PTA Funded | | In Kind | | Other |
| X     | C4E      |   |             | |       | |                   |   |                   |

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.

Mid-point benchmark: February 2019

Mid-point monitoring activities timeline:

ELA and Math: Mid-Point benchmark assessments to be completed early February with the analysis if the data collected to be completed by early March.

Mid-point progress will be measured by:

ELA: F & P Benchmark
Math: Ready Assessments
Mid-point target:

ELA: 3% increase of students achieving levels 3 or 4 on the mid-point assessment.

Math: 3% increase of students achieving levels 3 or 4 on mid-point assessment.

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA: Fountas &amp; Pinnell Running Records, EL Education Assessments</td>
</tr>
<tr>
<td>Math: Ready Assessments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
</table>
### Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element?</td>
<td>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</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>action plan for this Framework element?</td>
<td></td>
</tr>
</tbody>
</table>

After tallying surveys given to parents at the beginning of this school year it became apparent that we need to strengthen the communication between parents and the school. We need to offer many opportunities for parents to actively engage in school activities with their children and we realized that this can be improved with the use of various communication tools to keep parents informed.

**Strengths:**
- Responses from parents who attended workshops and events indicate feelings of being welcomed and informed
- Coffee and Chat sessions with Ms. Soler held monthly as an open forum between parents/guardians and administration
- Introduction of the PS68 website
- Introduction of the ‘Remind’ App for parent/teacher communication

**Needs:**
- Strengthen use of the ‘Remind’ App we need to send out messages and school information to keep parents and guardians informed and in communication with school staff.
- Launch new P.S. 68 website with current school information and provide accessible links to key information, and resources.
- Identify and implement incentives for parents and students to heighten participation.
- Increase the number and variety of workshops offered to parents/families.

### Part 2 – Annual Goal

By June 2019, there will be an improvement in parent engagement evidenced by an increase of 10% in parent attendance at school activities throughout the school year.
## 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., average/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities &amp; Strategies to be implemented:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of ‘Remind’ as a tool to keep parents informed of activities within the school.</td>
<td>Parents &amp; Guardians</td>
<td>Sept 2018 through June 2019</td>
<td>Principal, Assistant Principals, Parent Coordinator</td>
</tr>
<tr>
<td>Home and school connection based activities to address parent’s concerns to improve student’s performance levels.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Multilingual newsletters to bridge the gap between school and home.</td>
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<td></td>
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</tr>
</tbody>
</table>

### Strategies to Address the Needs of Specific Learners:

- Facilitate parent workshops that are specific to the needs of the SWD’s and Non-English-speaking parents.
- Translation resources to support communication among non-English speaking parents.
- Workshops for families on ELA and Math standards, literacy instruction, and on preparation for state tests.
- Workshops on how to support students with disabilities

<table>
<thead>
<tr>
<th>Strategies to Address the Needs of Specific Learners:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Parents &amp; Guardians</td>
<td>Sept 2018 through June 2019</td>
<td>Principal, Assistant Principals, Parent Coordinator</td>
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</tbody>
</table>
Strategies to Increase Parent Engagement:

- Increase parent outreach using the ‘Remind’ App
- All communication will be distributed in multiple languages to ensure access to all parents.
- Include a section on every notice that goes home requesting email addresses, including all emergency contact information requests.
- Flyers and monthly calendar advertising monthly performances, presentations and interactive workshops will be distributed to parents.
- Flyers advertising monthly performances, presentations and interactive workshops will be posted on the website and around campus.

<table>
<thead>
<tr>
<th>Strategies to Increase Parent Engagement:</th>
<th>Parents &amp; Guardians</th>
<th>Sept 2018</th>
</tr>
</thead>
</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.

The school collaborates with Phipps Neighborhoods to provide after school care for students, as well as various programs for students and families.

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.

Resources:

- Funds to compensate staff member to create and maintain school’s website
- Training for staff involved in maintaining the school website.
- Training for key personnel involved in the School Messenger System and ‘Remind’ App Systems (per session allocations)
- PTA Executive Board and School Leadership Team members.
- Parent Coordinator
• Translation Unit
• Technology
• Funds to purchase refreshments for parent meetings and select events

**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 I 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>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></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.

**Mid-point benchmark:** February 2019

**Mid-point monitoring activities timeline:**

Complete an Excel spreadsheet containing all parent participation data from September 2018 to February 2019.

**Mid-point progress will be measured by:**

Attendance data for all school events.

**Mid-point target:**

Increase of parent involvement 7.5%.

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

By February 2019, a minimum of 10 workshops for parents will be conducted by appropriate staff members. The workshops will address various topics and provide parents with strategies for the following categories:

- Students with Disabilities (SWD)
- English as a New Language (ENL)
- Behavior Management
- Students with Autism
- English Language Arts (K-5)
- Mathematics (K-5)
- Middle School Articulation (5th)
Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>NYS ELA Scores MOSL Data Lowest one third</td>
<td>ELEducation</td>
<td>Small group</td>
<td>During the school day/After School</td>
</tr>
<tr>
<td>Mathematics</td>
<td>NYS Math Scores MOSL Data Lowest one third</td>
<td>Ready</td>
<td>Small Group</td>
<td>During the school day/After School</td>
</tr>
<tr>
<td>Science</td>
<td>Pre &amp; Post data assessment</td>
<td>Amplify Science</td>
<td>Small group</td>
<td>During the school day</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Pre &amp; Post data assessment</td>
<td>Passport to Social Studies</td>
<td>Small group</td>
<td>During the school day</td>
</tr>
<tr>
<td>At-risk services <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></td>
<td>Frequency and seriousness of behavior reports</td>
<td>Guidance Interventions</td>
<td>Small Group/One to one</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.)

   | 48 |

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

   - School bag and other grade appropriate supplies
   - Uniforms
   - Counseling

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).

   | NA |

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

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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

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).

Opportunities to attend citywide and network training on new curriculum, AIS support, educational assistants and Danielson Framework.
● Ongoing curriculum support in Ready, CKLA, and EL Education.

● Monthly ongoing Principal meetings with District and Borough support.

● Collaboration with NYU and Hunter College for ongoing professional development and pre-service training for staff assigned to the ASD Nest Program

● Regularly scheduled trainings for BRT members, speech teachers and counselors.

● Onsite ASD Nest support from NYU in areas of behavior, social intervention and curriculum.

● Review the list of teacher development opportunities provided by the DOE.

● Advance support on the components of the Danielson framework

● Lunch and Learns

● Establishment of school wide professional development calendar for all staff.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

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

### 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.

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

### 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\(^1\). 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\(^2\). **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

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\(^1\) Galaxy system reports the allocations in separate accounting codes

\(^2\) School plan must document that it has met the intent and purposes of each program whose funds are consolidated
each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Indicate the amount contributed to Schoolwide pool. (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>$660,175.00</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$98,373.00</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$0</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$5,237.00</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$3,804,631.00</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.
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. PS68, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
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</thead>
<tbody>
<tr>
<td>PS 68 will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;</td>
</tr>
<tr>
<td>- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>- providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
<tr>
<td>- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;</td>
</tr>
<tr>
<td>- parent Involvement</td>
</tr>
</tbody>
</table>
Parental Involvement and School Quality

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

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)

School-Parent Compact (SPC) Template

P.S. 68 X, 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 Elementary and Secondary Education 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;

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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;
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

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.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>11</th>
<th>Borough</th>
<th>Bronx</th>
<th>School Number</th>
<th>068</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td>P.S. The Edward A. Fogel School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 | Aidimaris Soler |
| Coach | Carla Lopes |
| ENL (English as a New Language)/Bilingual Teacher | Jalila Washington |
| Teacher/Subject Area | Nancy Pena /Speech |
| Teacher/Subject Area | NA |
| Related-Service Provider | Jessica LaBella |
| Superintendent | type here |
| Assistant Principal | Janet Peterson |
| Coach | Ndudimaka Rabiu |
| School Counselor | Renee Hirschhorn |
| Parent | Noreen Dodson |
| Parent Coordinator | Nicole Robinson |
| Field Support Center Staff Member | NA |
| Other (Name and Title) | Annie Derrico /Secretary |

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 | 1 |
| Number of teachers who hold both content area/common branch and TESOL certification | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 |
| Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6) | 0 |
| Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 719 |
| Total number of ELLs | 14 |
| ELLs as share of total student population (%) | 1.95% |

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply:

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

This school offers (check all that apply):

- Transitional bilingual education program (TBE) Yes ☑ No ☒
- Dual language program (DL) Yes ☑ No ☒
- Freestanding ENL Yes ☑ 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.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
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<tbody>
<tr>
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<td>TBE</td>
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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?

   Our school uses the Fountas & Pinnell MOSL for beginning and end of year performance (running records) and the use of a literacy profile packet to assess letter ID, sounds and sight words in September, January and May/June. We also, assess using TC running records between administrations of F&P to progress monitor. We administer writing assessments (pre & post) for every unit using units of study in opinion, informational and narrative writing to teach writing. The curriculum provides specific strategies/suggestions to differentiate subgroups (ELLS, SWD, etc). The data provides insights with regard to specific areas of strengths and weaknesses. This is used to group students and differentiate instruction in both reading and writing.

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

   The ENL teacher conducts monthly modality assessments (similar to NYSESLAT). Administration provides coverage to allow for quarterly assessment scheduled by the coaches for the classroom teachers.
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?  
The AYP calculation is not available at this time. Quarterly writing assessments, end of unit assessments.

4. What structures do you have in place to address interventions once the summative data has been gathered?  
Students who performed below level on assessments are prescribed an intervention. In conjunction with ENL and/or Setts teacher, teaching stations and/or mini lessons are created to reteach material.

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.]  
Our school uses data from our baseline assessments to determine the level of target intervention a child may need if any. Strong core instruction is given to ELL students using of ELL methodologies (visuals, vocabulary, native language support). If students demonstrate more needs, students move into Tier 2 and Tier 3 for more targeted and intensive academic support in literacy and math - in the classroom (math only) and in separate settings with instruction focused on specific learning targets.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs?  
([Refer to the ELL Data Analysis Tool and RLAT from ATS].)  
The NYSESLAT (NYSITELL for new students), ELA, Math and F&P levels are used to plan our ELL programs.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?  
Data is compiled on an excel spreadsheet and disseminated to each teacher and shared on Google docs. Programs are adjusted to address the areas of weakness for students who need more support and provide enrichment activities for those students who need excel.

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.
      Entering to Emerging students receive 360 minutes of instruction per week - 180 minutes of standalone ENL in literacy and language development and 180 minutes of integrated ENL in the content areas. Transitioning to Expanding students receive 180 minutes of instruction per week - 90 minutes of standalone ENL in literacy and language development and 90 minutes of integrated ENL in the content areas. Commanding students receive 90 minutes of ENL instruction per week for 2 years after reaching proficiency. Students are grouped heterogeneously (mixed proficiency, same grade) during integrated teaching and (same proficiency, mixed grades) during standalone ENL.
   b. TBE program. If applicable.
      NA
   c. DL program. If applicable.
      NA

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
ENL: Instruction, whenever possible is scheduled in 2 period blocks. Beginning/intermediate ELLs receive 360 minutes of ENL & integrated instruction (8 periods), and 2 periods of HLA per week. Transitioning/Expanding ELLs receive 180 minutes of ENL & integrated instruction (4 periods), and 2 periods of HLA per week. Commanding students receive 90 minutes of ENL & Integrated instruction(2 periods).

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.

Academic content is delivered in English with some native language support in integrated ENL. Instruction is delivered via whole group then in small group or one on one depending on need using some of the following strategies to make the content more comprehensible: building prior knowledge, vocabulary building, use of visual aids, use of manipulatives and targeted instruction in areas of weakness based on data. The ENL and classroom teacher use multiple modalities to deliver content via the Common Core Learning Standards during the blocks designated for reading, math and the content area. Currently we do not have a TBE or DL program.

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

Our school ensures that ELLs are appropriately evaluated in their home languages throughout the year by giving them the opportunity to be assessed in their native language during classroom exams (where appropriate), MOSL, and state exams (math, science). In addition students are allowed to use bilingual dictionaries on all assessments.

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

All ELLs are taught by an ENL teacher (standalone ENL) and co-integrated teaching; have equal access to all academic programs before, during and after school as well as Saturday programs; are invited to join one of several arts clubs to develop social skills and language (i.e. enrichment, drama club, chess club). Also, the strategies we use for newcomers and SIFE can apply to both subgroups. a) SIFE students will receive academic intervention services (AIS) and/or RTI to develop their oral language and literacy skills and in other areas in which they have deficiencies (math). The guidance counselors assist the SIFE students in transitioning into the school community and classroom setting as well as understanding the role of “student” (wearing uniforms, homework, etc.). b) Newcomers are given direct instruction in a small group of their peers during the school day and extended day program. The ENL teacher provides the classroom teachers with training (sheltered instruction) and ENL resources such as picture dictionaries, and guided reading specifically designed for ELLs. We also try to assign a ‘buddy’ to our newcomers within the first week -a responsible classmate who usually speaks the same native language. In addition, newcomers attend our extended day program (taught by a certified ENL teacher) where they receive scaffolded instruction in math and literacy (and preparation for upcoming exams for those students in a testing grade) c) For our 4-6 year ELLs, the results of the NYSESLAT are analyzed to determine area of weakness, instruction is planned accordingly and additional support is provided. A parent meeting will be held to discuss the results of the NYSESLAT and ways parents can use this annual exam and other tools and techniques at home to help their child become English proficient. An analysis of this year’s data shows a weakness in the area of writing. These students will receive targeted writing instruction along with AIS in ELA. In addition, they will attend after school programs to develop writing skills. d) RTI Long term ELLs will be assigned an academic intervention services(AIS) specialist to assist the ENL and classroom teacher in assisting the students in developing their English oral skills and in other areas in which they have deficiencies. A parent meeting will also be held to discuss ways parents can help their child at home become English proficient using things at their disposal such as the internet and TV language programs. e. Proficient ELLs meet with the ENL teacher periodically to evaluate progress during their transitional phase. They also receive the same testing accommodations as entitled ELLs for two consecutive years after their test out year.
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?

Special education ELLs are served as per their IEP. These students are placed in special education classes, collaborative team teaching classes or mainstream classes with SETTS. These settings consist of small group instruction with an emphasis on multiple modalities for delivering instruction. Speech teachers conduct Social club in which an ELL-SWD can learn how to interact with other students and/or adjust to their new school or changing school environment. The teachers use sheltered instruction with a heavy emphasis on scaffolding to make input comprehensible for these students.

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?

Academic decisions are made based on IEPs, data from the NYSESLAT, NYSITELL and other formative and informative assessments. With regard to instruction we provide nest/inclusion programs which are in a less restrictive environment, push-in model for RTI and ENL & ENL co integrated services. In addition, we mainstream students whenever appropriate.

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.

We offer after school and Saturday remediation programs. RTI/AIS in our freestanding ENL program is delivered in English. Newcomers: Based on formative data collected by classroom teacher student’s weakness are identified and individualized programs for intervention are developed by the ENL/Classroom/AIS teachers. SIFE: Students will be assigned an academic intervention services (AIS) specialist or receive RTI services if needed to assist the ENL and co-teacher in developing students’ English language oral skills and in other areas in which they have deficiencies. The guidance counselors assist the SIFE student’s transition into the school community and classroom setting as well as the understanding the role of “student” (wearing uniforms, homework, etc.). Long Term ELLs: Students will be assigned an academic intervention services (AIS) specialist to assist the ENL and classroom teacher in assisting the students in developing their English language oral skills and in other areas in which they have deficiencies. A parent meeting will also be held to discuss ways parents can help their child at home become English proficient using things at their disposal such as the Internet and TV language programs. In addition, students struggling in ELA and/or Math are serviced by the Title 1 Literacy and Math teachers/coaches in small groups. Content area teachers work with classroom teachers to devise a plan to assist ELLs struggling in content areas.

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

For the upcoming school year, ENL services will be provided as part of Co-Integrated teaching within departmentalization in addition to pull out and push in instruction. Supplemental programs we are considering are: Max Scholar, iReady, Imagine Learning

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

NA

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

All ELLs have equal access to all academic and non-academic programs before, during and after school as well as Saturday programs. Some of the programs available consist of the Phripps program (homework help), ETM music program, Saturday academy, basketball and the P.S. 68 Choir. After school program for newcomers, SIFE and students new to the country vary based on interest (ie. drama club, arts club, chess club).

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 instruct ELLs include the following but are not limited to: Literacy -Words Their Way (all levels), Ready Gen, Go Math; Technology- Starfall, Aplus math, 4aesl.org and a formal technology curriculum. The use of an ELMO is
used as a visual aid to display documents, pictures etc. on a large scale, centeo remotes to that allow Ells with very little second language vocabulary to actively participate in class activities.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   To provide native language support within our program, students have access to some bilingual materials in literacy and math as well as the content areas. Students are also encouraged to bring in materials that reflect their native culture (books, pictures, etc.) to share and discuss with their class.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   Required support services and resources for ELLs are provided based on a student’s grade level and ability. In the event of a student not being age appropriate for their grade due to being held over, support for that child’s specific needs are given (i.e. AIS, RTI, academic programs provided by the school). All programs used for our ELLs are appropriate for elementary level students and various levels of ability (i.e. 5th grade students use 5th grade resources with support if needed). For example, the Words Their Way program helps students develop vocabulary through word study and is leveled by language levels/grade. The ELL periodic assessment is used to assess student projected performance on the spring NYSESLAT is leveled by grades. In addition, the READY GEN program is appropriate for elementary students across all grade levels and helps students develop literacy skills.

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?
   Instructional materials used to instruct ELLs include the following but are not limited to: Literacy -Words Their Way (all levels), Ready Gen, Go Math; Technology- Starfall, Aplus math, 4aesl.org and a formal technology curriculum. The use of an ELMO is used as a visual aid to display documents, pictures etc. on a large scale, centeo remotes to that allow ELLs with very little second language vocabulary to actively participate in class activities.

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).
   School administrators are available throughout the school year. During designated times in the summer, they are available to assist parents with the registration process. They address any questions or concerns an ELL parent may have. In the event that they are not able to address the parents’ concerns administrators can contact their district liaison.

17. What language electives are offered to ELLs?
   NA

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)?
   NA

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**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?
   Professional development is ongoing at PS 68 with 15% total hours ELL-specific PD for all teachers and 50% total hours ELL-specific PD for ENL/ESL teachers. Teachers/staff are informed about the ELL identification process, the latest trends in ENL...
resources and methodologies and addresses any concerns as they pertain to ELLs. Bilingual materials are disseminated with subject area, special education, common branch and paraprofessionals of ELLs and additional information about resources available for themselves as well as students; this information is also given to administration and guidance counselors. Teachers of ELLs also meet with the ENL teacher as needed to discuss student progress and specific activities to meet student needs. The ENL teacher, pupil personnel secretary and staff members participate in outside professional development workshops throughout the year in a variety of areas and turnkey the information to the staff. 2015-2016 workshops for staff in all content area include, TIU Workshop (TBD by TIU office), Vocabulary and ELLs (November), RTI for ELLs (December), Eliciting Prior Knowledge (March), and Culturally Responsive Instruction & Celebrations (May). The guidance counselors set up visits for students to our feeder middle schools. The students participate in a workshop geared towards transitioning into middle school. Parents and students participate in workshops on what to expect in middle school and are walked through the process of choosing a school for their child. Throughout the year workshops are given by the ENL and/or ENL providers from the BFSC to assist teachers with completing their mandated ENL hours. Information from professional development workshops attended by the ENL teacher and other staff are turn-keyed to the staff.

Professional development is ongoing at PS 68 with 15% total hours ELL-specific PD for all teachers and 50% total hours ELL-specific PD for ENL/ESL teachers. The ENL teacher, pupil personnel secretary and teachers of ELLs participate in outside professional development workshops throughout the year in a variety of areas and turnkey the information to the staff. Workshop topic range from information on SIFE Students to ELLs & the Common Core. The ENL teacher and teachers of ELLs participate in online workshops through the office of DELLS; these workshops are done during designated PD or on personal time and a log of activity is maintained by individual teachers. Also, throughout the year workshops are given by the BFSC to assist all teachers with completing their mandated hours as per CR Part 154.2. Information from professional development workshops attended by the ENL teacher and other staff are turn-keyed to the rest of the entire staff. All workshops are common core aligned and used to design instructionaly appropriate lessons for ELLs.

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.

The guidance counselors set up visits for students to our feeder middle schools. The students participate in a workshop geared towards transitioning into middle school. Parents and students participate in workshops on what to expect in middle school and are walked through the process of choosing a school for their child.

Professional development is ongoing at PS 68 with 15% total hours ELL-specific PD for All Teachers and 50% total hours ELL-specific PD for ENL/ESL teachers. Teachers sign an attendance sheet to indicate their participation and filed by the principal’s secretary. Through ELL-specific professional development, teachers/staff learn about the ELL identification process, the latest trends in ENL resources and methodologies. Bilingual materials are disseminated with subject area, special education, common branch and paraprofessionals of ELLs and additional information about resources available for themselves as well as students; this information is also given to administration and guidance counselors. The ENL teacher, pupil personnel secretary and staff members participate in outside professional development workshops throughout the year in a variety of areas and turnkey the information to the staff. Workshops include but are not limited to, “SIFE Students” and “Ways to Connect with Your ELL Parents” ELLs & the Common Core. Throughout the year workshops are given by the ENL and/or ENL providers from the BFSC to assist teachers. Information from professional development workshops attended by the ENL teacher and other staff are turn-keyed to the rest of the entire staff.

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?

The last weeks in September, March and May are ELL open house. During this time parents can discuss goals of the program, language development progress, language proficiency assessment results, testing schedule, data, etc. as well as network with
other ELL parents. Meetings are usually conducted by ENL teacher or coach with the assistance of bilingual teacher or translated material from the TIU. Parents also attend our PTA meetings, Multicultural and Musical Celebrations throughout the year. Information is provided in the parent’s native language whenever possible. We partner with Education Through Music (ETM) which provides music in the classroom and informs teachers and parents on how to use music as a learning tool3. Our parent coordinator serves as liaisons between our parents and staff.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent workshops are conducted throughout the school year. These workshops are held during the school day, evening and weekends to discuss the curriculum, standards, testing and student data. Title 1 workshops are held in the evening to discuss topics of interest selected by parents. Parents are also invited to attend our PTA meetings, Multicultural and Musical Celebrations throughout the year. We partner with Education Through Music (ETM) which provides music in the classroom and informs teachers and parents on how to use music as a learning tool. All material pertaining to each event is provided in the home language and we provide staff and volunteers to provide translation onsite as needed.

**Additional Information**

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

NA
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, Aidimaris Soler, 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

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<tr>
<td>Aidimaris Soler</td>
<td>Principal</td>
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<tr>
<td>Janet Peterson</td>
<td>Assistant Principal</td>
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<tr>
<td>Nicole Robinson</td>
<td>Parent Coordinator</td>
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<td>Jalila Washington</td>
<td>ENL/Bilingual Teacher</td>
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<tr>
<td>Noreen Dodson</td>
<td>Parent</td>
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<tr>
<td>Nancy Pena/Speech</td>
<td>Teacher/Subject Area</td>
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<tr>
<td>Angelica Schanzer /IEP</td>
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<tr>
<td>Carla Lopes</td>
<td>Coach</td>
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<td>Ndidiamaka Rabiu</td>
<td>Coach</td>
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<td>Renee Hirschhorn</td>
<td>School Counselor</td>
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<td>Superintendent</td>
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<td></td>
<td>Field Support Center Staff Member</td>
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<tr>
<td>Jessica Labella</td>
<td>Other Related Service</td>
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<tr>
<td>Annie Derrico</td>
<td>Other Pupil Secretary</td>
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<td>Other</td>
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2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 11x068  School Name: PS 68  Superintendent: M

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>
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* 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.

   To determine the preferred language of the parent community for both written and oral communication, parent language preference from the HLIS, Emergency Contact, and parent surveys are uploaded into ATS. The RAPL, (which reports parent language preference oral & written) of each parent is used to disseminate information and services in the parents preferred language. In the event that parent preferred language changes, the information is reported to the parent coordinator or pupil secretary and uploaded in ATS via the UPPG or PARU screen.

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.
Parents preferred language for written and oral communication in order of preference: English, Spanish. We have a one family with a native language of French and another of Tagalog - both have requested communication in English.

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>
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<tbody>
<tr>
<td>Parent Handbook (September) Parent Teacher Conferences (4x year) Monthly Newsletters /Schoolwide Information/Central Notices/Citywide Ell Meetings (throughout the year)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal face-to- face meeting include: Welcome Back/Family Night meeting (September), Parent Teacher Conferences (November, March &amp; May). Informal interactions include:</td>
<td></td>
<td></td>
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</tbody>
</table>
Concerts, plays, graduations, prom & parent workshops. In addition, parents can meet with teachers anytime throughout the year and teachers can request to meet with parents anytime throughout the year to update student progress (i.e. progress reports, parent orientation, hold over conferences).

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.)

Our school provides each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

Our school posts (in a conspicuous location at or near the primary entrance to such school) a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.

Our school’s safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school’s administrative offices solely due to language barriers.

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?
The mechanisms our school use to gather feedback from parents on the quality and availability of services via parent surveys as part of quality review, from workshops and other school activities. Parents are encouraged to give feedback on all activities via written or oral.