

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

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

**24Q068**

**School Name:**

**CAMBRIDGE SCHOOL**

**Principal:**

**ANNE MARIE SNADECKY-SCALFARO**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School School Number (DBN): 24Q068  
School Type: Public School 68 Grades Served: Pre K - 5  
School Address: 59-09 St. Felix Avenue Ridgewood, NY 11385  
Phone Number: 718 821-7246 Fax: 718 497-8945  
School Contact Person: \_\_\_\_\_ Email Address: \_\_\_\_\_  
Principal: Anne Marie Snadecky-Scalfaro  
UFT Chapter Leader: Frances Boyle  
Parents' Association President: Christina Rodriguez  
SLT Chairperson: Karen Gleason  
Student Representative(s): N/A

**District Information**

District: 24 Superintendent: Madelene Chan  
Superintendent's Office Address: 98-50 50<sup>th</sup> Avenue Corona, NY 11368  
Superintendent's Email Address: MChan2@schools.nyc.gov  
Phone Number: 718 592-3357 Fax: 718 592-3770

**Cluster and Network Information**

Cluster Number: 2 Cluster Leader: Despina Zaharakis  
Network Number: 204 Network Leader: Diane Foley

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

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Anne Marie Scalfaro	*Principal or Designee	
Francis Boyle	*UFT Chapter Leader or Designee	
Christina Rodriguez	*PA/PTA President or Designated Co-President	
Diane Cocorikis	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Karen Gleason	Member/ Assistant Principal/ Chairperson	
Susanne Dennehy	Member/ Teacher	
Liza Reteguiz	Member/ Parent	
Sheila Villanueva	Member/ Parent	
Ramon Encarnacion	Member/ Parent	
Gabriela Mayorga	Member/ Parent	
	Member/	

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

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

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

#### **The Capacity Framework and CEP Development**

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



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

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

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

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

## The Quality Review and the Capacity Framework

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

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS 68 Cambridge School is an Elementary School with 740 students from pre-K to 5<sup>th</sup> Grade. The population comprises of 4% Asian, 4% Black, 82% Hispanic and 9% White. The student body includes 21% English Language Learners and 16% Students with Disabilities. Currently, we have 54% male students and 46% female students. The average attendance rate for the school is 93%.

PS 68 Cambridge School Mission Statement: We believe that all children including English Language Learners, Special Education students and high achievers, can learn. We will work with parents and the community to achieve the highest academic standards. Our computer lab, literacy partners, internet access, library and art partners are assets in helping students reach their goals. Our students will be well informed, lifelong learners who reach their fullest potential. Everyone at PS 68 has a vision of excellence. Our school's Instructional Focus is to engage all students in differentiated rigorous instructional tasks in all Core subjects in order to improve students' outcomes that are evidenced in student work which are consistently monitored for growth throughout the year.

Our Art Partnerships for 2014-15 include: Studio in a School and DELTA Arts Connection. We also have secured a grant offered by Councilwoman Elizabeth Crowley called the CASA Grant which involves a partnership with the Queens Botanical Gardens. In addition, we provide enrichment through a Saturday Program for our students who scored at grade level and above on the ELA and Math State exams.

The tone of our school emphasizes enthusiasm and a deep love for learning. Students feel well cared for, have daily personal support, and have a "go-to person" if a problem arises. Parents are welcomed to the school. We have set up a parent resource room with a computer and printer. Student attendance is monitored very closely and celebrated when classes reach 100% days of attendance. Be Here - Be-a-Winner is called each day to promote perfect attendance. To build self-esteem and independence we have initiated student volunteers/Community Service Program. This program includes compost helpers during lunch and classroom helpers. Because of this program we have noticed a decrease in lunchroom incidents. During school assemblies we celebrate our top earners from our PBIS Program. Parents get to celebrate alongside their child. Every Friday classes perform unique presentations to extend their learning. During monthly PTA meetings "students of the month" are celebrated. This has helped us increase parent attendance at monthly PTA meetings. As a literacy-based school, we encourage students to read during the summer by celebrating our summer readers at our beginning PTA meeting in the fall.

In addition, we are providing an eco-friendly school environment by making our students aware of their environment by recycling during breakfast and lunch daily. Our Recycling Committee, comprised of students, collects recyclables weekly.

Based on an in-depth analysis of the School Quality Guide and data files for 4<sup>th</sup> Grade Math, there was an increase of 12% in the number of students reaching proficiency on the state Math exam. In 2012-13, the data indicated 22% of students meeting proficiency while in 2013-14, the data indicated 34%. Additional increases in math proficiency include a 13.8% gain for all ICT students and an overall average increase of .62 of a point for all students. In ELA, there was an average increase of .27 of a point for all students in 2013-14.

In 2013-14, the overall percentage of students reaching proficiency decreased in both ELA and Math. In 2012-13, for ELA, the data indicated 28.3% while in 2013-14, the data indicated 27.7. In 2012-13, the students reaching proficiency in

Math indicated 45.9% while in 2013-14 it was indicated as 40.9%.

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

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

### Part 1 – Needs Assessment

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

According to our state ELA exam 77.2 % of SWD’s scored a level 1. In addition, our state Report Card showed that in the category of SWD’s we did not make AYP for three consecutive years in the subject of ELA, therefore this year being identified as a LAP (Local Assistance Plan) school. Our Elementary School Quality Snapshot in the area of closing the achievement gap in the area of special needs shows our results as Fair.  
82 % of our Special Education Teachers received a rating of Effective based on the Danielson Rubric for teaching and Learning. However we still see a need for improvement in the area of student engagement and question and discussion.

### Part 2 – Annual Goal

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

By June 2015, the percentage of SWD’s in grades 4 and 5 scoring a level 2 or higher will increase by 10%, as measured by the NYS ELA Assessment. Teachers will ensure that the students are actively engaged in their learning by providing students with tasks that allow for multiple entry points, and develop higher-order thinking skills. (Rigorous Instruction)

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
<ul style="list-style-type: none"> <li>• Before School and After-School Programs</li> <li>• LLI Level Literacy Program, I-Ready, Razz Kids all used to support SWD’s</li> <li>• Professional Development given by Vicky Salerno, NSS for Special Education teachers on explicit instruction</li> <li>• Inter-visitation between Special Education teachers</li> <li>• Intra-visitation to other school (PS89)</li> <li>• Relative Service Provider presented PD to teachers and paraprofessional on strategies incorporating fine- motor skills</li> </ul>	SWD’s Grade 4 &5	September 2014- June 2015	Administration: Principal, Assistant Principals Literacy Coach Special Education Teachers Special Education Achievement Coach, Vicky

<ul style="list-style-type: none"> <li>Special Education Teachers attend specific appropriate TC Calendar Days</li> </ul>			Salerno TC Staff Developers
See above	See above	See above	See above
<ul style="list-style-type: none"> <li>Parent Coordinator presents workshop specifically for families of children with disabilities such as: What Common Core Means for Your Child and Understanding Speech and Language Disorders</li> <li>Special Education Advocate to support families</li> <li>Parents are invited to participate in school and class functions such as: trips, assemblies, special events, publishing parties</li> </ul>			Parent Coordinator, Guidance Counselor
Everyone works towards the shared goal of improving students outcomes, preparing students for success in school and beyond. Across the school community is respect. School staff, parents and students and administrators value each other.			Whole school staff

#### **Part 4 – Resources Needed**

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

Parent Coordinator; Guidance Counselor; Teacher’s Committee (per diem); Network Specialist, Vicky Salerno; PTA; Leadership; FSF

#### **Part 5 – Budget and Resource Alignment**

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

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

We have secured a grant from DELTA Arts Connection for our ELLs and special education students in grades 2-5 in the amount of \$14,790. This grant will allow a dance instructor to work with students for 15 sessions.

#### **Part 6 – Progress Monitoring**

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

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

Our own in house ELA Benchmark will be administered to our students three times throughout the year. September 2014, January 2015 & May 2015.

Finally we will analyze our State ELA scores early September 2015.

Assessments will be analyzed for areas of growth as well as areas that we need to improve upon. By February 2015, 80% of our SWD’s in grades 4 & 5 will show progress on our In –house ELA benchmark.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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

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

### Part 1 – Needs Assessment

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

According to Elementary School Snapshot only 74 % of teachers feel that order and discipline are maintained at this school. This percentage is below the city average of 81% as well as the District average at 91%. According to our OORS Reports from 2013-14 our total incidents reported were 90. Reports showed the majority of incidents took place in the classroom, cafeteria and school bus. In order to decrease these incidents we have established community service volunteers, PBIS, Classroom buddies, composting helpers. All in an effort to decrease school incidents.

### Part 2 – Annual Goal

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

By June 2015, the school will strive to provide students with a safe learning environment where all students feel respected and safe, as measured by a 50% decrease in the number of incidents reported in OORS system. (Supportive Environment).

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>7. Strategies to increase parent involvement and engagement</li> <li>8. Activities that address the Capacity Framework element of Trust</li> </ol>			
<ul style="list-style-type: none"> <li>• The school will work with parents as partners and teachers to ensure that all students feel safe, supported and challenged by continuing the implementation of PBIS.</li> <li>• Parents of students who are identified for the check in / check out program are notified and made aware of the program through phone calls and correspondences.</li> <li>• Progress reports are sent home to these identified students monthly.</li> <li>• A PBIS Committee was formed.</li> <li>• To start off the year – We have a Pep Rally to kick-off the</li> </ul>	All students	September 2014- June 2015	<ul style="list-style-type: none"> <li>• Ms. Murphy, Assistant Principal</li> <li>• Carolyn McNulty, GC</li> <li>• Barbara Malave, PC</li> <li>• PBIS Team/Committee composed of</li> </ul>

<p>PBIS System.</p> <ul style="list-style-type: none"> <li>Professional development was provided to staff which included ways to implement PBIS in the classroom.</li> <li>Based on input from the staff the PBIS committee identified areas of need of improvement, Respect, Achievement &amp; Pride.</li> <li>A school-wide PBIS matrix was created and displayed in all classrooms and hallways.</li> <li>“RAP Bucks” were created as rewards and incentives to motivate positive behavior.</li> </ul>			<p>5 Teachers</p> <ul style="list-style-type: none"> <li>All Staff</li> </ul>
<ul style="list-style-type: none"> <li>PBIS check-in/check-out with assigned teachers based on individual student goals such as homework, attendance and social-emotional needs</li> <li>Choice Cards with visual cues to support positive classroom management</li> <li>Community Compost Helpers to foster a sense of responsibility</li> </ul>	<p>-Tier II students -STH -SWDs</p>	<p>September 2014- June 2015</p>	<p>-PBIS Committee -Classroom Teachers -GC</p>
<ul style="list-style-type: none"> <li>Students who are identified as check in/ check out parents are contacted upon identification to gain approval and made aware of the program.</li> <li>Top earners, students showing respect, pride, and achievement, receive special certificates during assemblies which our parents are invited.</li> <li>Parents get to celebrate their child’s success.</li> <li>Quarterly top earners have a special celebration with one of the members of the administration.</li> </ul>		<p>September 2014- June 2015</p>	
<p>Everyone works towards the shared goal of improving students outcomes, preparing students for success in school and beyond. Across the school community is respect. School staff, parents and students and administrators value each other.</p> <ul style="list-style-type: none"> <li>Respect for ALL Week</li> <li>PBIS Positive Behavior Intervention System</li> <li>October Bully Awareness Month - “Be a Buddy Not a Bully”</li> <li>100% Attendance Rewards.</li> </ul>			

**Part 4 – Resources Needed**

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

Per diem for monthly meetings (TL and FSF)  
 RAP Bucks  
 PBIS Matrix  
 Top Earner Certificates  
 PTA

**Part 5 – Budget and Resource Alignment**

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

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

**Part 6 – Progress Monitoring**

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

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

We will assess OORS incidents to monitor our goal quarterly (September – November, December – February, March – June)

By February 2015, we will provide students with a safe learning environment where all students feel respected and safe, as measured by a 25% decrease in the number of incidents reported in OORS system.

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

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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

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

### Part 1 – Needs Assessment

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

In June 2014, 71% of students in grades K-5 scored at a level 2 or higher. We decided to continue this goal this year in order to achieve 75% of students in grades K-5 scoring at or above a level 2.

### Part 2 – Annual Goal

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

Our school’s goal is to work on vertical grade level and on horizontal grade level teams, in examining student work products in math to ensure that instruction improves and successfully addresses the Common Core Standards with 75% of the students scoring a level 2 or higher as measured by our own in-house math benchmark exam that is administered three times per year. (Collaborative Teachers)

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
-Problem Solving Word Problems (numbers based on abilities) - Providing Student Choice (problem to solve/manipulatives to use) -Teachers created tool kits with manipulatives for students to choose from -Math prompts displayed in each classroom to achieve discourse. -Math word walls with visuals and examples. -Partnerships and groups created by level. -Math team was created including administrator, math teacher, and math facilitator from each grade. -Grade Planning/Meeting to update maps, review item analysis, creates problems for problem solving. -Professional Development: -Math Specialist and math team with network leader every month	K-5 students	September 2014- June 2015	Administrators Math facilitators Math specialists

-Math Specialist, network leader, and math team every other month -Math Specialist, network leader, each grade to set goals for planning and pacing for the year. -Math Specialist and each grade (once a month) to update curriculum maps, pre/posttest item analysis.			
AIS level 1 and 2 students in grades 3, 4, 5. Morning Program common core clinic for ELLs Afterschool Program common core clinic for ELLS & Measuring Up for GE students Tutorial groups (scoring 2.6 or higher on state exam) using teacher made resources	K-5 students	September 2014- June 2015	Administrators Various classroom teachers
Parent Workshops such as grade expectations, reinforcing math skills, and test prep		September 2014- June 2015	Administrators Literacy Coach Parent Coordinator PTA
Everyone works towards the shared goal of improving students outcomes, preparing students for success in school and beyond. Across the school community is respect. School staff, parents and students and administrators value each other. <ul style="list-style-type: none"> <li>Respect for ALL Week</li> <li>PBIS Positive Behavior Intervention System</li> </ul>		September 2014- June 2015	

**Part 4 – Resources Needed**

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

NY Common Core Learning Standards (CCLS)  
 NY Common Core Ready Books  
 EnVisions Math  
 Engage NY  
 Common Core Flip Books (Teacher resource)  
 School Advisor – Simi Minhas, NSS  
 Measuring Up Books (3 hours a week) 16 weeks  
 Common Core Clinics Before School 3x a week ( 3 hours a week) & after-school 2x a week (3hours a week)  
 IXL  
 Go Math – Saturday School

**Part 5 – Budget and Resource Alignment**

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

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

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**Part 6 – Progress Monitoring**

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

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

September – January, February-May

By February 2015, 75% of the students will show progress on the benchmark assessments in math.

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

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

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

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

### Part 1 – Needs Assessment

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

According to the June 2014 teacher evaluations based on Danielson Framework for Teaching, 42% of teachers rated developing on 50% or more of their observations in the area 3b – Questioning and Discussion.

### Part 2 – Annual Goal

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

Provide targeted and differentiated professional development to nurture the professional growth of teachers based on feedback from teacher observations that will elevate teacher practice in Domain 3b: Using Questioning and Discussion Techniques, so that by June 2015, our current percentage of teachers rated effective in this domain will increase from 42% to 50% as measured by feedback from observations using the Danielson Framework for Teaching. (Effective School Leadership)

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
-Cycles of professional development during 80 minute Monday PD -Teacher’s College staff development with Alissa Levy (grades 3-5) and Marie Mounteer (K-2) around talk, read aloud, mini-lessons and questioning -Network Support: Simi Minhas (math discourse); Shirley (ELL); Vicki Salerno (special education) -All-day planning including unit questions and read alouds	Teachers scoring less than effective on 50% or more of their observations	September 2014- June 2015	Administrators Literacy Coach

-Scaffolds for the different levels of language proficiency -Use of Depth of Knowledge	Teachers	September 2014- June 2015	Administrators Literacy Coach
Workshops such as: -School Expectations -Grade Expectations: Common Core standards and questions to support them -Assessments Across the Year: types of questions students will need to answer -Core Subjects: Reinforcing ELA and Math skills and questioning -Test Prep: State ELA, State Math, NYSESLAT	Parents	September 2014- June 2015	Administrators Literacy Coach Parent Coordinator
Everyone works towards the shared goal of improving students outcomes, preparing students for success in school and beyond. Across the school community is respect. School staff, parents and students and administrators value each other.	Administration Teachers Parents	September 2014- June 2015	

#### **Part 4 – Resources Needed**

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

ARIS; engageny.com; parent coordinator; literacy coach; TC staff developers; Common core flip books; CCLS ELA, Math, and problem solving books; substitute teachers (per diem)

#### **Part 5 – Budget and Resource Alignment**

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

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

#### **Part 6 – Progress Monitoring**

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

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

Ratings in the area of 3b will be monitored. There will be 3 cycles (December 2014, February 2015, and April 2015) of observations evaluated according to the Danielson Framework of Teaching. Final overall ratings will be analyzed in September 2015.

By February 2015, teachers rated effective in Domain 3B: Using Questioning and Discussion will increase from 42% to 50%, as measured by teacher observations using Danielson Framework for Teaching.

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

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

We will add additional professional development around the topic of effective and rigorous questioning. Additional planning periods have been incorporated into the week.

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

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

### Part 1 – Needs Assessment

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

Our school attendance for 2013-14 was 93% which is 2% below the city average of 95%. According to our data our attendance is the lowest around the winter months -- December 92%, January 90%, February 87.4% -- which resulted in an average of 89.8% attendance rate for those three months of school. In addition, we often found that parents were not sending their child to school because they had appointments and/ or no one available to pick-up their child. Parent surveys showed that parents would like an after-school program for age groups.

### Part 2 – Annual Goal

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

By June 2015, attendance will increase from 93% to 95% due to the work provided in an after-school program along with Greater Ridgewood Youth Council for students and families. (Strong Community Family Ties)

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change  36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).  37. Strategies to increase parent involvement and engagement  38. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> <li>• Creating a partnership with a strong organization, Greater Ridgewood that will provide an afterschool program that is a safe place for children to attend.</li> <li>• The need for this program/organization was a direct request from parents.</li> </ul>	All Students	September 2014- June 2015	<ul style="list-style-type: none"> <li>• Attendance Committee</li> <li>• Greater Ridgewood Staff</li> </ul>
<ul style="list-style-type: none"> <li>• Provides homework help</li> <li>• Provides enrichment activities such as physical movement and arts &amp; crafts</li> <li>• School encourages student attendance through Be Here,</li> </ul>			

Be a Winner; 100% Stars; and Pizza Party for class with highest monthly attendance			
<ul style="list-style-type: none"> <li>As part of the agreement, Greater Ridgewood will have school celebrations where parents are invited to participate.</li> <li>During PTA meetings, attendance data is shared to promote awareness of the importance of attendance.</li> <li>Parent Coordinator and Guidance Counselor monitor the attendance of students who attend Greater Ridgewood.</li> <li>Parent Coordinator provides workshops geared towards parents of students at risk of poor attendance.</li> </ul>			
<p>Everyone works towards the shared goal of improving students outcomes, preparing students for success in school and beyond. Across the school community is respect. School staff, parents and students and administrators value each other.</p> <ul style="list-style-type: none"> <li>Respect for ALL Week</li> <li>PBIS Positive Behavior Intervention System</li> <li>100% Attendance Rewards</li> </ul>			

**Part 4 – Resources Needed**

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

Attendance Committee; PTA; workshops

**Part 5 – Budget and Resource Alignment**

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

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

**Part 6 – Progress Monitoring**

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

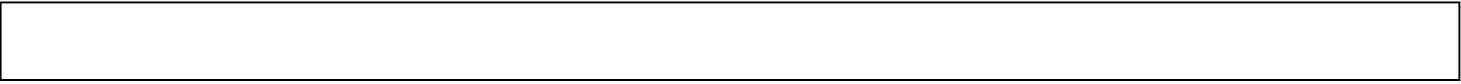
- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

- Daily attendance reports
- Monthly attendance data
- Correlation between Greater Ridgewood Youth Council students to their school attendance Quarterly (November – February – May)

By February 2015, attendance will increase from 93% to 94% due to the work provided in an after-school program along with Greater Ridgewood Youth Council for students and families.

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

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



**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Children in third grade that scored below a RAW score of a 299 on the ELA Exam. Children in fourth grade that scored below a RAW score of a 296 on the ELA exam. Children in fifth grade that scored below a RAW score of a 297 on the ELA exam.	Guided Reading, (LLI)Leveled Literacy Intervention, Deconstruct/reconstruct, Strategy Lesson based on need	Small group, push-in/pull-out, tutoring	During the school day Before School After-School
<b>Mathematics</b>	Children in third grade that scored below a RAW score of a 293 on the math exam. Children in fourth grade that scored below a RAW score of a 284 on the math exam. Children in fifth grade that scored below a RAW score of a 293 on the math exam.	Teacher created materials based on student needs such as Problem solving skills & fluency.	Small group, push-in/pull-out, tutoring	During the school day Before School After-School
<b>Science</b>				
<b>Social Studies</b>				
<b>At-risk services (e.g. provided by the</b>	Tier 2 students who have been spoken	Counseling group with small group discussion,	Small group, one-to-one	During the school day

<i>Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	about at PPT Meetings struggling with social emotional issues that are interfering with academic performance	role-playing and Bibliotherapy, Social skills training, such as maintaining eye-contact, initiating conversations, sharing and manner and conflict-resolution strategies.		
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## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>x</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

100% of our staff is highly qualified. We provide high quality Professional Development. We implement the balanced literacy approach to literacy based on Teachers College Reading and Writing Project. Two staff developers from Teacher's College provide professional development at PS68 to lower grade teachers and upper grade teachers. We are supported by Network 204 led by Diane Foley and work closely with our Network Support Specialists. Specifically, Simi Minhas, Math NSS has provided Professional development to our teachers on planning and preparation as well as increasing rigor in tasks given in mathematics. Together we have revisited planning guides per grade and incorporate problem-solving skills weekly into our daily lessons. In addition, we have increased the level of talk in the math classroom.

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

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Our professional development committee meets monthly to plan for upcoming professional development. They create cycles of professional development that last three sessions based on teacher needs and then a session where teachers choose from a menu and get the opportunity to work in cross-grade groups.

- Teacher's College Principal Study Group
- Principal Network Meetings
- Leadership Study Groups provided by the Network
- Assistant Principal Network Meetings
- Two Teacher's College Staff Developers (Alissa Levy, Upper Grades & Marie Munteer, Lower Grades)
- Teacher's College Staff Development Days with selected lab sites
- Calendar days provided by Teacher's College
- 80 Minute Project
- Simi Minhas, NNS math Support

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- MOSL (Measures of Student Learning) Team, which is made up of 8 members representing different populations in our school, meets to decide which assessments will be used for the 40% of teacher ratings related to measures of student learning.
- Teachers create rubrics.

Professional Development is provided in a variety of ways.

- Our professional development committee plans professional development around teacher’s needs such as giving assessments or looking at data from assessments.

- TC staff developers facilitate groups that spend time working with running records and writing rubrics.
- A member of the MOSL team normed the staff on the performance assessments being given as a measure of student learning.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	350,516	X	Pages 9, 12, 14, 17, 19
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	245,009	X	Pages 9, 14,17
Title III, Part A	Federal	19,204	x	Pages 9, 14, 17
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	3,568,678	X	Pages 9, 12, 14, 17, 19

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

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

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

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

1. 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.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

3. **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).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **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.
8. **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:

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

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

*(Required for All Title I Schools)*

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

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

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

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### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Cambridge School Public School 68 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

**PS 68 Cambridge School** will support parents and families of Title I students by:

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

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

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;

- 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;

### **School-Parent Compact (SPC)**

Cambridge School (Public School 68), in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

- **School Responsibilities**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- P.S. 68 utilizes a Balanced Literacy approach to reading, writing, listening and speaking.
- We follow the Teachers' College Literacy program. This methodology includes running records, mini lessons, individual conferences, guided reading, advancing on the writing continuum, and improving independent reading skills.
- P.S. 68 will continue to implement the Envision math program.
- Our students are expected to arrive at school on time and are expected to have minimal days absent.
- Our school expects students to read a minimum of 25 books per year.
- Students are expected to complete homework each night.
- Our teachers foster academic rigor by teaching to individual needs to meet the needs of all learners.
- We provide high quality instruction by highly qualified teachers.
- We implement a curriculum aligned to the Common Core Learning Standards.

*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; in addition we held a meet the teacher event in September as well as an Open-House in the spring.
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their

right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- P.S. 68 provides information to all parents through the following methods: The Spark-our school newsletter, our school website, School Messenger, parent coordinator e-mail list and monthly event calendar. In addition, teachers send out monthly individual goal letters for each student.
- Teachers are provided time each Tuesday to communicate with parents.
- We are willing to arrange for meetings with parents at various times.
- We involve parents in the planning process to review, evaluate and improve existing Title I programs.
- We distribute report cards three times per year.
- We will continue to house a Parent-Resource room that can be used for meetings with teachers, parent-workshops, and as a place for parents to gather and talk. In addition, parents are encouraged to use the computers in the room to access ARIS.
- 

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- Parents are invited to visit their child's classroom during open school week in November. In addition, parents are welcome to make an appointment to visit their child's classroom at any other time during the school year.

- We look to create a safe, supportive learning community for students and a welcoming respectful environment for parents and guardians.
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this compact
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;
- **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;
  - respond to surveys, feedback forms and notices when requested;
  - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
  - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
  - take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
  - share responsibility for the improved academic achievement of my child;
- **Student Responsibilities:**
  - attend school regularly and arrive on time;
  - complete my homework and submit all assignments on time;
  - follow the school rules and be responsible for my actions;
  - show respect for myself, other people and property;
  - try to resolve disagreements or conflicts peacefully;
  - Always try my best to learn.

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

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

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

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

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

### Part A: School Information

Name of School: P.S. 68 Cambridge

DBN: 24Q068

This school is (check one):  conceptually consolidated (skip part E below)

NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

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

Before school       After school       Saturday academy

Total # of ELLs to be served: 80

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

K     1     2     3     4     5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 4  
# of certified ESL/Bilingual teachers: 4  
# of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 68's Title III program provides English Language Learners with supplemental instruction in an Early Bird program as well as an After School program. Students' NYSESLAT scores, portfolios, State Math/ELA scores, running records and formal and informal observations are used to determine the additional instruction necessary for these children. The students were selected also based on the following factors: whether or not they were a potential hold over, a long term ELL, or an IEP student. The Early Bird/Afterschool Program will service grades 2, 3, 4 and 5.

We have four teachers teaching the early bird program. To date, all teachers are Licensed ESL teachers. Instruction will be done in English with native language support.

The Early Bird/Afterschool program specifically addresses instruction to improve language development, writing and vocabulary. The math component will focus on problem solving, numeration, measurement, etc. The Early Bird program will meet 3 days per week (Tuesday, Wednesday and Thursday) for approximately 65 sessions from 7:05 a.m. to 8:05 a.m. during the months of October through April. This program will meet every morning up until the State reading and math test. The program will service approximately 80 students (approximately 20 in each group) in grades 2,3,4 and 5. These students were identified as low performing on the previous year's NYS ELA/Math Exam. With regards to the second grade students, their selection was made based on Teachers' College running records and teacher recommendation. The Afterschool program will be held each week on Wednesday and Thursday and will run through April. The program will last from 2:30 p.m. until 4:00 p.m. This program will service ESL students in fourth grade (approximately twenty students). Instruction will be provided by licensed ESL teachers to help the students meet the standards in math, reading and writing. We chose to use a Balanced Literacy approach to reading and writing because it is a framework designed to help all students learn to read and write effectively. The Literacy Workshop model that we will use at PS 68 is a model designed to teach children to read and write in order to reach grade level status. With this model, based on the research of Marie Clay, Irene Fountas, and Gay Su Pennell, children read and write each day independently and in group settings (both large and small). Our teachers will focus on four different types of reading experiences: Reading aloud to children, Shared reading, Guided reading, and Independent reading. Children will also participate in Common Core aligned test taking strategy lessons using the Common Core Clinic books published by Triumph Learning. These materials will be used by all

## Part B: Direct Instruction Supplemental Program Information

grades.

Listening and speaking will also be emphasized in this integrated language approach. All experiences meet the Common Core Standards for Language Arts Instruction. Strategies will be used to unwrap difficult texts. Language development will be supported by "shades of meaning".

Supplementary non-fiction instructional materials that focus on the areas of student need will be provided to augment this instruction. General instructional supplies such as markers and chart paper will be purchased to support the program. Students will work on reading, writing and foundational skills. In addition, math instruction will work on number operations and algebraic thinking, measurement, data and geometry, and numbers and operations.

## Part C: Professional Development

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

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

Begin description here: P.S. 68's Title III Professional Development Program will focus on providing teachers with scaffolding differentiated instructional strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards and achieve higher scores on all state assessments. Teachers will participate in professional development workshops. These professional development sessions will be facilitated by the school Assistant Principal and ESL teachers. Four teachers and one supervisor working in the supplementary instructional program will receive 3 sessions of professional development before school from 7 to 8 a.m. Teachers will receive Professional Development on Academic Language Development, deconstructing and reconstructing texts, and language objectives and language structure. Professional development will be provided by two licensed ESL teachers. All teachers working in both the Early Bird and Afterschool program will receive professional development.

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

1. One hour professional development sessions will be devoted to the strategies needed to prepare ELL students to meet the Common Core Learning Standards and to gain a clear understanding of the NYSESLAT test.
2. One hour professional development sessions will be devoted to Differentiated Instructional Strategies used in the workshop model emphasizing language objectives.
3. One hour professional development sessions will be devoted to mathematical Instructional strategies to develop and enhance students' skills and performance on the city and state assessments.

**Part C: Professional Development**

Included in this staff development, will be an increase in content area teaching including science and social studies.

In addition, we will try to incorporate staff development on additional strategies involving special education.

**Part D: Parental Engagement Activities**

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

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

Begin description here: P.S. 68's Title III program will provide ELL parents/guardians with the opportunity to attend a variety (8-10) of family literacy and math workshops so that they can better assist in the education and learning of their children at home. A series of one hour workshops will be held to accommodate different schedules. Parents will be surveyed to find out times that are agreeable to all. Parents will be provided with translation services during each workshop and will receive notification of each workshop in their native language. Refreshments will be served. Although the parent coordinator will support the parent engagement, two licensed ESL teachers will conduct the workshop and provide the parents with useful information. The first tentative date is 12/9 at 2:25 p.m. Workshops will address the following:

- \* Parents will be coached in how to use math strategies/language in solving word problems.
- \* Parents will become familiar with the New Language Arts Progression and the NYSESLAT assessment.
- \* Parents will become more familiar with the Common Core Learning Standards.

Additional workshops will be added based on parent need/request.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff</li> </ul>	_____	_____

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

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

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

## Part I: School ELL Profile

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

District <b>24</b>	Borough <b>Queens</b>	School Number <b>068</b>
School Name <b>The Cambridge School</b>		

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

Principal <b>Annemarie Scalfaro</b>	Assistant Principal <b>Karen Gleason</b>
Coach <b>Susanne Dennehy (Literacy)</b>	Coach
ESL Teacher <b>Eliza Chiriac, Melissa D'Amato</b>	Guidance Counselor <b>Carolyn McNulty</b>
Teacher/Subject Area <b>Pamela Hotis (Math)</b>	Parent <b>Gloria Harris</b>
Teacher/Subject Area <b>Susan Miriel</b>	Parent Coordinator <b>Barbara Malave</b>
Related Service Provider <b>Elaine Kazane</b>	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>6</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>3</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>767</b>	Total number of ELLs	<b>156</b>	ELLs as share of total student population (%)	<b>20.34%</b>
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# Part II: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE	5	5	2	2	5	2								21
SELECT ONE														0
<b>Total</b>	5	5	2	2	5	2	0	0	0	0	0	0	0	21

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	156	Newcomers (ELLs receiving service 0-3 years)	131	ELL Students with Disabilities	28
SIFE	0	ELLs receiving service 4-6 years	23	Long-Term (completed 6+ years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	132			23			2			157

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>132</b>	<b>0</b>	<b>0</b>	<b>23</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>157</b>
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

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

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	20	27	33	15	19	14								128
Chinese	1	1	1											3
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	1	1	1	1								6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>22</b>	<b>29</b>	<b>35</b>	<b>16</b>	<b>20</b>	<b>15</b>	<b>0</b>	<b>137</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	12	0	5	5	1	4								27
Intermediate(I)	6	8	20	3	9	1								47
Advanced (A)	11	21	9	13	10	11								75
Total	<b>29</b>	<b>29</b>	<b>34</b>	<b>21</b>	<b>20</b>	<b>16</b>	<b>0</b>	<b>149</b>						

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	4	0	0	17
4	12	1	0	0	13
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	8	1	8	1	0		1		19
4	8	3	3		1		0		15
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	1	1	1	7	1	3		15
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
(See all answers below)
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
6. How do you make sure that a child's second language development is considered in instructional decisions?
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
 

Our school uses TCRWP assessments to assess the early literacy skills of our ELLs. According to the data, 6.1% of ELLs in grades 1-5 are reading on grade level. 8% are approaching grade level in reading. The data shows that our ELLs need extra support in literacy skills. This data helps us inform our school's instructional plan by implementing instruction that provides appropriate scaffolding, strategies, and ESL techniques to facilitate improvement in literacy.

Data patterns in Kindergarten show that 62% of ELLs are at the beginning/intermediate level of English proficiency and 38% are advanced. In first grade, 3% of ELLs are beginners, 27% are intermediate, 70% are advanced. In second grade, 17% of ELLs are beginners, 57% are intermediate and 28% are advanced. In 3<sup>rd</sup> grade, 29% of ELLs are beginners, 13% are intermediate and 58% are advanced. In 4<sup>th</sup> grade, 1% of ELLs are beginners, 40% are intermediate, 50% are advanced. In 5<sup>th</sup> grade, 29% of ELLs are beginners, 6% are intermediate and 65% are advanced.

Patterns across proficiencies and grades show that 5 4<sup>th</sup> grade intermediate ELLs scored a level one on the ELA in third grade, and 1 student scored a level 2. Seven 4<sup>th</sup> grade advanced ELLs scored a level one and three scored a level two. In 5<sup>th</sup> grade, one beginner student scored a level one on the ELA in 4<sup>th</sup> grade. One intermediate student scored a level one, 9 advanced students scored a level one, and one advanced student scored a level two. There is no significant difference in tests taken in English as compared to tests taken in native language. ELL periodic assessments are used to drive instruction, strategy groups and individual class groupings. Periodic assessments show that scaffolding needs to be implemented across all subjects, incorporating native language support when necessary.

Second language development is considered in instructional decisions by planning for multiple entry points according to English language proficiency levels, scaffolding lessons according to language needs and learning styles (UDL), and using various ESL methodologies and techniques to provide comprehensible input for the second language learner.

Overall NYSESLAT proficiency results reveal that 19% of ELLs are beginners, 28% are intermediate and 53% are advanced. This affects instruction by implementing language support in all of the content areas according to their levels. Beginner and intermediate students are given visuals, extra modeling from teachers and peers, placed in tirads during partner talk, and opportunities to speak, read and write in their native language as needed. Beginners are provided with basic vocabulary for communication but also exposed to the academic vocabulary given to the intermediate and advanced students during instruction.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Every student who enrolls in our school is given a Home Language Identification Survey. A licensed ESL teacher meets with the student/parents and interviews them about the information on the HLIS. If it is determined that the home language of the student is something other than English, the licensed ESL teacher administers the LAB-R. The LAB-R is administered within ten days of enrollment. The Spanish LAB is administered if they fail the LAB-R. The students are placed in classes according to proficiency level. If the child does not pass the LAB-R, they are placed in a Freestanding ESL class until the parent attends the orientation and decides if that placement is sufficient for their child.

Orientation meetings are scheduled several times a year for the parents of our new ELL students. At these orientations, a video is shown explaining the various instructional programs offered to ELL students. Brochures are distributed in various appropriate native languages. The staff and coordinator, who are all certified ESL teachers, are introduced. Parents are encouraged to ask questions. There is an open forum for questions and concerns. The parent coordinator works with the staff in order to field any questions that the parents may have. In addition, at these meetings, parents are given information that pertains to their child. ESL coordinators reach out to parents during this orientation meeting to explain the reason their child/children are eligible for ESL instruction, why they are continuing in an ESL program or why they no longer require the services of the ESL department. Program selection letters as well as all letters are distributed at the orientation (if the parent is present) or through teacher communication. All letters are returned to the school and are copied and kept on file in the ESL office. Parents are made aware of the fact that we traditionally host English as a Second language and are made aware of bilingual and dual language programs in the district. During the initial screening, administering of the HLS, the Lab-R and the formal initial assessment, an ESL licensed teacher, Assistant Principal or Principal will have an additional native language staff member as a translator. For low incidence languages (i.e. Arabic, Tibetan), the school will contact the Translation and Interpretation Unit and set up a meeting with the parent. We have a staff member fluent in Spanish who administers the Spanish Lab.

The RLAT report from ATS determines the ELL students with continued entitlement, continued entitlement letters are then given to those students who will continue to receive ESL services for that year. Before distribution, letters are copied and are filed in an ESL binder. Letters returned from the students are collected and kept in a binder as well.

An ELL student roster is generated from the RLAT and RMNR reports, along with current newly entitled students and transfer students. According to the current ELL school roster, grids are checked to ensure that every ELL is accounted for on all components of the NYSESLAT. Each component of the NYSESLAT is administered on consecutive days. Absentees are monitored and tested during the make-up period according to NYSESLAT guidelines.

After reviewing the Parent Survey and Program Selection Forms in past years, we have noticed that parents consistently select the ESL model of instruction. The parents have overwhelmingly expressed their preference for English-based instruction as opposed to Bilingual or Dual language instruction. 99.9% of the parents in our school have selected the ESL model.

We inform parents that we have six certified ESL teachers on staff to service the ELL students. During orientation meetings, which are scheduled at least twice per school year, we review the instructional choices offered by the New York City Department of Education and their right to select a program.

The ESL program at our school is aligned with what the parents have been requesting. We will continue to offer the ESL model as long as it is requested by our parents. Our two certified teachers push-in to classrooms to support instruction using ESL methods and strategies to provide meaningful instruction. In addition, we have four certified teachers that teach a self-contained ESL class.

For those parents who wish a different program for their child our parent coordinator and ELL specialist must provide information on other schools in the area that can meet their child's educational needs. We make the parents aware that they can opt out of a Bilingual Program; however, they must pick one of the programs offered by New York City. If the parents do not indicate a preference, a program will be chosen for their child. The child must stay in the selected program for one year before selecting another program.

In order to place students in appropriate programs, the ESL department communicates with the parents with regards to their choice. Most parents select the ESL program after its description is explained. All communication with parents is done in their native language through translation if necessary.

Parent Orientations are held within ten days of a student's enrollment. These orientations describe in depth the program that is offered at P.S. 68. In addition, additional programs such as Dual Language and Transitional Bilingual, are explained and parents are informed of schools in the district that offer these programs. The dates held for orientation include: September 20, 2013 to date. Students identified as ELLs are given entitlement letter and the home language parent survey. Parent Surveys and program selection forms are distributed at the parent orientations. Parent surveys and program selection forms are collected and kept in ESL binders. Program selection forms are photocopied; the original is attached to the HLS and placed in the student record folder. The photocopy is kept in the ESL binder.

The LAB-R score determines language proficiency. Students are identified as beginner, intermediate and advanced. Placement letters are given to entitled students and continuation letters are distributed to ELLs according to current NYSESLAT scores. The NYSESLAT exam is administered in the spring in accordance with the NYS examination schedule. Students receive instruction in all domains tested.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
**Parents are informed of all three program choices at each parent orientation.**
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
**The two ESL coordinators hand out, collect, photocopy and store all letters and forms. They are kept securely in a binder in the ESL office.**
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
**(see above)**
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
**Three licensed ESL teachers administer the speaking portion of the NYSESLAT test. All students receiving ESL instruction are scheduled to take the NYSESLAT exam.**
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**  
**(See Above Narrative)**

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
1. What instructional materials are used to support the learning of ELLs (include content area as well as language materials)?

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

2. Describe the professional development plan for all personnel of ELLs at the school. (Please include all teachers.)

We currently have in house professional development by staff developers from the Reading and Writing Project at Teachers College. These staff developers provide us with twenty days of in house staff development in a labsite/meeting set up. In addition, our teachers are provided with the opportunity to attend outside workshops from Teachers College. Our network provides professional development for our ESL teachers.

### VIII. Program Model Description

The instructional model presently used at P.S. 68Q follows the English-As-A-Second-Language (ESL) model. We have two certified ESL teachers that "push-in" to service our English Language Learners (ELLs). Beginner and intermediate students receive 100 minutes of daily instruction and our advanced ELLs receive 50 minutes of daily instruction. In addition, we have four certified ESL teachers that teach self-contained ESL classes.

Instruction follows the research supported workshop model for reading, writing and mathematics where students receive explicit instruction and then given time to practice. We schedule more than two hours for balanced literacy including Shared Reading, Guided Reading, Independent Reading and Partner Reading. Read Alouds are also scheduled. There is a fifty minute writing block. During both literacy and mathematics blocks there is whole-class instruction as well as small group and one-on-one instruction.

Native language support is provided by literature in native language, partnerships, triads, and Spanish dictionaries. ESL teachers provide language support through language objectives for each lesson, visuals, manipulatives, Total Physical Response and repetition.

Our teachers include: Foundations, CCLS Ready Books, Leveled Texts. The strategies taught include: repetition, choral reading, role play, visuals, sentence pattern activities, and word matching.

ELL students are serviced according to levels. Beginner and Intermediate students receive 360 minutes of ELA per week. Advanced students receive 180 minutes of ELA per week.

The language demands of the content area are met by supporting content area language objectives and ESL strategies to make language comprehensible. Language structures and functions, content specific vocabulary and academic vocabulary taught through the use of language charts, the deconstruct/reconstruct approach, sentence strips with language prompts, sentence frames, realia, visuals, Tier I and Tier II words, BICS/CALP rings, additional teacher modeling and TPR (Total Physical Response).

**Listening:**

**Formal Assessment:** predicitive assessment, Lab-R, NYSESLAT

**Informal Assessment:** conferences, checklists, teacher observation

**Speaking:**

**Formal Assessment:** Lab-R, NYSESLAT

**Infrrmal Assessment:** conferences, checklists, teacher observation

**Reading:**

**Formal Assessment:** predicitive assessments, LAB-R, NYSESLAT

**Informal Assessments:** post-its, conferences, checklists

**Writing:**

**Formal Assessments:** Predictive assessments, LAB-R, NYSESLAT

**Informal Assessments:** conferences, grpahic organizers, published writing pieces

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

**Describe your plan for SIFE students**

At the present time we do not have any SIFE children. If any SIFE student is ever registered we address the parental needs as well as the students' needs. For the parents, we have them meet with the parent coordinator to inform them of various community services that are at their disposal. For example, Greater Ridgewood Youth Council, YMCA, Child Health Plus, and various cultural organizations within the community. For the child we provide him/her with a buddy to translate if necessary. This would also help him/her acclimate into the school setting. He/she will also be placed in the appropriate ESL setting. The child is also offered additional support services such as, AIS, small group instruction, individual instruction, ESL push-in services as well as extended day services. All of this is to acclimate the student in their social and academic environment.

Parents of new ELL students are welcomed into the school by our staff and our parent coordinator. The parent coordinator gives the new parents a tour of the school and gives the parents her telephone number and encourages them to call her. To the best of our ability, a translator is provided if necessary. If a translator is not present on staff, we utilize the translation services provided by the regional office.

The parents of ELL students are also invited to parent orientations which are scheduled throughout the year. At these

orientations, parents are given information about the various services provided to their children. An open discussion is encouraged. In addition, parent-workshops are also given in order to bridge the gap between home and school.

### 3. Plan for long-term ELLs

Children who are here for three or more years are given extra AIS help during the day and are invited to our before or after-school program. These students also receive additional help during our 37.5 minute tutorial period. In addition, if funds are available, we offer a before school and after school tutorial program for ESL students.

### 4. Plan for Alternate Placement in Special Education

Currently we have five self-contained special education classes and four ICT classes which include ESL students. We do not have Bilingual Special Education Instruction; however, Alternate Placement Paraprofessionals are provided for those students who have bilingual instruction written on their IEP. Students with disabilities receive all services they are mandated to receive as indicated on their Individual Education Plan. These services include: Occupational Therapy, Physical Therapy, Speech, Counseling, and SETSS. Our ESL teachers receive professional development on reading IEP's and attend workshops provided by the network to help students who are English Language Learners as well as Students with Disabilities.

If any SIFE student is registered at our school, instruction would be differentiated according to language proficiency level as well as the academic needs of the student. Content, as well as language would be scaffolded according to the student's needs. Oral English proficiency would be emphasized through repetition, conversation prompts, and triads during partner talk. Foundational Skills would be supported through Foundations and small group instruction. Literary knowledge and higher order critical thinking skills would be supported through emergent reading, read alouds, and heavily scaffolded informational texts. Manipulatives, graphic organizers, and use of technology would also be used to help SIFE students engage in cognitively demanding tasks. Differentiation of instruction for newcomer students (less than three years) includes emphasis on Oral English proficiency, native language support, visual and verbal cues, predictable daily routines, partnering with a peer, triads during partner talk, and use of manipulatives such as language cards. In addition, lessons are scaffolded according to student needs with visuals, picture support and language structures. Emergent storybooks and read alouds with repetitive language and clear illustrations that reflect the text are used to help comprehension and language needs.

For ELLs receiving service 4 to 6 years it is critical to integrate language and content. Instruction includes social and academic language in each lesson. Informal assessments are given more frequently to obtain true understanding of comprehension. For long term ELLs, the units of study are developed with embedded language and literacy skills which can then be taught across the subjects.

Former ELLs of 1 or 2 years are placed in ESL classrooms in which they can still get exposure to language objectives and language being taught through the content. These proficient students are also given the ELL testing accommodations of time and a half. All teachers of ELLs are aware which students are ELLs and their proficiency levels. The assessments that are used are the LAB-R, NYSESLAT, Teacher's College, running records, Foundations, on-demand writing assessments, conference notes, informal formative assessments. Data is reviewed weekly, monthly and bi-monthly. NYSESLAT improvement is reviewed at the beginning of the year. ELLs are afforded equal access to all school programs. PBIS is a school-wide program that encourages positive behavior through positive reinforcement. All students, including ELLs are rewarded for positive behavior such as, showing respect, listening attentively, class participation and task completion. Our school uses the Teacher's College Reading and Writing program from Columbia University. All classes, including classes of ELLs follow this curriculum. Teacher's College staff developers address the needs of our ELL population when providing professional development. An extracurricular program that is implemented specifically for our 4<sup>th</sup> and 5<sup>th</sup> grade ELLs is Arts Connection. In this program, students use body movements, dance and song to tell a story. ELLs are also part of the Early Bird and After School programs. These programs implement Common Core aligned instruction in reading and math.

Technology that is used to support ELLs includes the use of computers, overhead projectors and smartboards. Programs used include: Rosetta Stone, Brain Pop, and Foundations. ELLs also view educational videos that support topics that they are learning about in reading and content areas. Additional instructional materials used to support ELLs include big books, emergent reading books, content area textbooks, and Ready New York CCLS workbooks.

Native language support is delivered through home language buddies, multilingual books, translations of books, bilingual picture dictionaries.

Parents and students are provided with opportunities to attend Open House sessions for middle school. Our guidance counselor sets up a meeting with any student who wishes to get additional information or address any concerns about middle school.

ELL training is provided for all teachers. The main focus is how to make language comprehensible in all content areas. Topics

include: language objectives, scaffolding, vocabulary acquisition, discourse, differentiation, BICS and CALP, and ELL shifts in the Common Core.

### Courses Taught in Languages Other than English

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

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

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

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

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

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

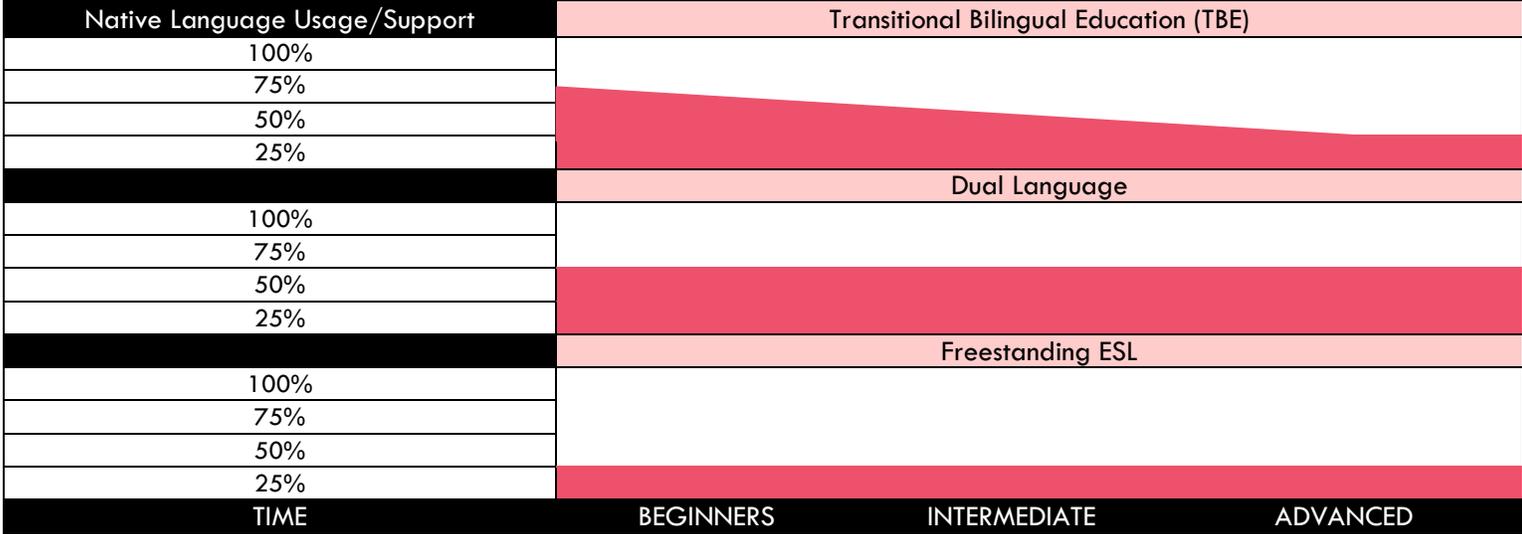
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
We offer mandated support for ELLs during our extended day program. In addition, ESL students are invited to either an Earlybird or Afterschool Program. We utilize the CCLS ELA and Math program books to support our students for the NYS exam. We are investigating the I-Ready program for our students who scored a level one on last year's ELA and Math exam.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?  
I-Ready
12. What programs/services for ELLs will be discontinued and why?  
None at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
(see above)
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
(see above)
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Through the use of trade books.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
18. What language electives are offered to ELLs?  
Not Applicable
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

The instructional materials used to support the ELL student in the classroom include visual aids such as charts with pictures, manipulative materials and realia. We encourage a print-rich environment by labeling centers and objects in the room. We introduce word walls by using student names. We have leveled libraries to suit the interest and level of all the children. Books have a high level of picture support. Big books are based on everyday life experiences such as the laundromat, shopping and the supermarket. In the lower grades, we use Foundations to support language skills. We celebrate children's accomplishments by hanging up their work. In addition, we encourage the use of computers, videos and recordings.

Our science teachers provide hands-on learning. In Social Studies children use maps and various charts. During math our students use many manipulative materials such as, rulers, geoboards, graphs, scales, counters, etc. to help them complete lessons.

2. Describe the professional development plan for all personnel of ELLs at the school. (Please include all teachers.)

### VIII. Program Model Description

The instructional model presently used at P.S. 68Q follows the English-As-A-Second-Language (ESL) model. We have two

certified ESL teachers that “push-in” to service our English

Language Learners (ELLs). Beginner and intermediate students receive 100 minutes of daily instruction and our advanced ELLs receive 50 minutes of daily instruction. In addition, we have four certified ESL teachers that teach self-contained ESL classes.

Instruction follows the research supported workshop model for reading, writing and mathematics where students receive explicit instruction and then given time to practice. We schedule more than two hours for balanced literacy including Shared Reading, Guided Reading, Independent Reading and Partner Reading. Read Alouds are also scheduled. There is a fifty minute writing block. During both literacy and mathematics blocks there is whole-class instruction as well as small group and one-on-one instruction.

Native language support is provided by literature in native language, partnerships, triads, and Spanish dictionaries. ESL teachers provide language support through language objectives for each lesson, visuals, manipulatives, Total Physical Response and repetition.

Our teachers include: Foundations, CCLS Ready Books, Leveled Texts. The strategies taught include: repetition, choral reading, role play, visuals, sentence pattern activities, and word matching, deconstruct and reconstructing of texts, close reading of texts.

### **C. Professional Development and Support for School Staff**

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

Our ESL teachers have congruence sessions with the classroom teacher during their common preps. They discuss each students' progress, reflect on instruction and plan lessons. Professional development which focus' on ELL strategies is also provided during grade conferences, faculty conferences and school-based and regional professional development sessions. Assistant Principals, common branch teachers, ESL teachers, guidance counselors, special education teachers, OT/PT, speech therapists and the parent coordinator are invited to staff development that will ensure they are working as best they can with ESL students. Staff attend curriculum training in reading and writing at Teachers College and at in house meetings. In addition, our content area teachers attend meetings outside of school. Our guidance counselor,OT/PT, speech therapists etc are involved in all in house staff development and work closely with the ESL department to identify the students they work with and communicate how to best address their needs. Our staff participates in ESL congruence days where they meet to plan. In addition, we provide staff development on Professional Development days and when support from our network visits. We keep records of these meetings by listing dates, having agendas, and attendance signature sheets.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. Provide high-quality curriculum instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
    - P.S. 68 utilizes a Balanced Literacy approach to reading, writing, listening and speaking.
    - We follow the Teacher's College Literacy program. This methodology includes running records, mini lessons, individual conferences, guided reading, advancing on the writing continuum, and improving independent reading skills.
    - P.S. 68 utilizes the Envision Math Program.
    - Students are expected to arrive at school on time and are expected to have minimal days absent.
    - Our school expects students to read a minimum of 25 books per year.
    - Students are expected to complete their homework each night.
    - Our teachers foster academic rigor by teaching to individual needs through small group instruction.
  2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
    - Our PTA holds monthly meetings to inform parents of the on goings in the school. In addition, parent-teacher conferences are conducted bi-annually in November and then again in March.
    - P.S. 68 provides information to all parents through the school newsletter, The Spark. This year we are also sending home monthly goal letters for each grade with individual strategies to help each student reach the goals.
    - In addition to the parent-teacher conferences that are held twice a year, P.S. 68 hosts a Meet the Teacher night in September and Open School week in November.
  3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
    - Report cards are distributed three times a year.
    - We continue to distribute Goal Letters that are sent out to parents at the beginning of each month. These letters outline what is being learned in each subject during the month and ways parents can help their child meet their individual goals.
    - P.S. 68 administers interim assessments. These reports are made available to parents through ARIS.
  4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
    - P.S. 68 provides opportunities for communication with parents at PTA meetings, Leadership Team meetings, parent-teacher conferences, individual phone or in person conferences, and Meet the Teacher night.
  5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
    - Parents are invited to visit their child's classroom during open school week in November. In addition, parents are welcome to make an appointment to visit their child's classroom at any other time during the school year.
    - This year, the Principal plans to conduct walkthroughs of the building with the parents in an effort to allow parents to see what their children are learning.

Our Parent Coordinator works closely with the ESL department to ensure that our parent's voices are heard. Most of our documents are translated and we provide translation at every meeting. We currently implemented a "Parent Room" where parents can gather to: read books, use the computer, take copies of notices and see what is happening activity and curriculum wise throughout the school. Our parents are invited to a monthly craft group and are invited to parent workshops that are provided by outside vendors.

## E. Additional Information

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

## Part VI: LAP Assurances

**School Name: 068**

**School DBN: 24Q068**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
AnneMarie Scalfaro	Principal		11/6/13
Karen Gleason	Assistant Principal		11/6/13
Barbara Malave	Parent Coordinator		11/6/13
Eliza Chiriac	ESL Teacher		11/6/13
Gloria Harris	Parent		11/6/13
Susan Miriel	Teacher/Subject Area		11/6/13
Pamela Hotis	Teacher/Subject Area		11/6/13
Susanne Dennehy	Coach		11/6/13
	Coach		
Carolyn McNulty	Guidance Counselor		11/6/13
	Network Leader		
	Other _____		

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

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

DBN: 24Q068 School Name: 068

Cluster: 02 Network: 204

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

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

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

We initially utilize the HLS as a method of identifying language needs of parents. We have identified that the majority of parents speak Spanish, therefore most of our correspondence goes home in both English and Spanish. Whenever possible, all documents sent home are translated into Spanish. In addition, we have several staff members that work as translators when necessary. Teachers send home personalized surveys to help identify the individual needs of the parents of the students in their class. We have a bilingual secretary in the office to address the language needs of parents both in person and over the phone.

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

Our school's written and oral interpretation needs show us that our translation services revolve mostly around Spanish. We utilize in house translators and if necessary, we utilize the translators provided by the NYC DOE. We provide translators at meetings with parents and during parent-teacher conferences. We have approximately 35 new Spanish families, 2 new Arabic families, 1 Romainian, 1 Chinese, 1 Albanian and 1 French. The majority of our language needs are Spanish. All documentation from the school goes home in English and Spanish and other languages on an as needed basis.

## Part B: Strategies and Activities

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

All Documents that go home are translated from English to Spanish. Translations are provided by in-house staff. If necessary, like in the case of a standardized test, we employ translators from outside vendors to provide translation to students. We are currently looking into a translation system that will be utilized during all parent meetings that will translate from English to the language of need.

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

Oral translation will be provided by in-house staff unless there is a need for a language where we do not have a translator. If possible, we utilize the NYC DOE translation service.

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

Home languages are entered into ATS. We will provide translation and interpretation services to all parents who require language assistance. Interpretation services will be provided in person, over the phone and in written correspondence.