



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

<b>DBN: (i.e. 01M001):</b>	<b>24Q068</b>
<b>School Name:</b>	<b>P.S. 068 CAMBRIDGE</b>
<b>Principal:</b>	<b>ANNEMARIE SNADECKY-SCALFARO</b>

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

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

**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: 718 592-357 Fax: 718 592-3770

**Borough Field Support Center (BFSC)**

BFSC: Queens Plaza North Director: Lawrence Pendergast  
Director's Office Address: 28-11 Queens Plaza North, LIC, NY 11101  
Director's Email Address: LPender@schools.nyc.gov  
Phone Number: 718 828-5488 Fax: 718 391-8320

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Anne-Marie Scalfaro	*Principal or Designee	
Anne Nelson	*UFT Chapter Leader or Designee	
Christina Rodriguez	*PA/PTA President or Designated Co-President	
Diane Cocorikis	DC 37 Representative (staff), if applicable	
(Christina Rodriguez)*	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sheila Villanueva	Member/ Parent	
Denise Torres	Member/ Parent	
Meredith DeLaCruz	Member/ Parent	
Dorys Mayorga	Member/ Parent	
Susanne Shivickas	Member/ Teacher	
Karen Gleason	Member/ Assistant Principal/ Chair	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

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

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

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

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



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

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

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

**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.

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

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

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

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## **Accountability Tools and the Framework for Great Schools**

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYSED's Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

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

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

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

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS 68 Cambridge School is an Elementary School with 777 students from pre-K to 5<sup>th</sup> Grade. We are excited to have three new Full day Pre-K classrooms. The population is comprised of 4% Asian, 4% Black, 82% Hispanic and 9% White. The student body includes 21% English Language Learners and 17% Students with Disabilities. Currently, we have 54% male 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 for 2014-15 was 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. For 2015-16, we reviewed several documents of data as well as listened to teacher feedback to align our school focus to the Danielson rubric as well as student need. Our instructional focus for 2015-16 is to engage students in high-quality discussions, either through partnerships or as whole group, in order to challenge students to deepen their understanding by generating questions and extending conversations. This will be consistently monitored for growth throughout the year as evidenced through teacher observation, specifically Danielson Rubric component 3b and student running record data analysis.

Our Art Partnerships for 2014-15 include: Studio in a School, DELTA Arts Connection and a grant offered by Councilwoman Elizabeth Crowley called the CASA Grant which involves a partnership with the Queens Botanical Garden. In addition, we provided enrichment through a Saturday Program for our students who scored at grade level and above on the ELA and Math State exams. We will continue these partnerships and initiatives in the 2015-16 school year.

In February 2015, we wrote a grant and were awarded \$2,550.00 by the LOWES Charitable and Educational Foundation for our learning garden project. We anticipate growing a sustainable garden that will allow us to teach our students about planting and growing healthy foods, battling obesity in an urban setting, and providing opportunities with lack of green space.

We celebrate our strength in providing a Supportive Environment.

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.

Student attendance is monitored very closely and celebrated when classes reach 100% attendance.

Be-Here-Be-a-Winner is called each day to promote perfect attendance. To build self-esteem and independence, we have 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 in OORS. During school assemblies we celebrate our top earners from our Positive Behavior Intervention System (PBIS) Program. Parents get to celebrate alongside their child. 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 first 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 2015 Framework for Great Schools Report, SIRS Report, QR and data files, in the 2013-14 school year 18.9% of students scored a level 3 or 4 in ELA. This increased to 25.1% in 2014-2015, which exceeded our target goal of 23.3%.

In addition, our longitudinal data shows a substantial increase in ELA proficiency. In 2014-15, the percentage of 3<sup>rd</sup> grade students scoring a level 3 or 4 increased to 25.7%, which is an increase of 6.2%. In addition, the percentage of 4<sup>th</sup> grade students scoring a level 3 or 4 increased by 6.8%.

Further data analysis indicates, the percentage of students scoring a level 3 or 4 in Math increased from 25.9% in 2013-14 to 31.5% in 2014-15, which shows a 4.6% increase. This also indicates that we exceeded our target goal of 31.1%.

As we looked closely at our Math longitudinal data, the percentage of 3<sup>rd</sup> grade students scoring a level 3 or 4 increased from 23.7% to 33.4% as they moved into 4<sup>th</sup> grade. As our 4<sup>th</sup> graders moved into 5<sup>th</sup> grade, the percentage of students scoring a level 3 or 4 increased from 33.2% to 47.4%. We celebrate these gains.

In 2014-15, we tracked our students running record levels to monitor the percentage of students meeting benchmark according to Teacher's College Running Records. In June 2015, preliminary school-wide data shows 43.36% of students met benchmark. This is an area of focus for the 2015-16 school year.

Another key area of focus, according to the Framework for Great Schools is Strong Family Ties, specifically parent involvement in the school.

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

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>According to our June 2015 Teachers College Reading and Writing Project Running Records (TCRWP RR), 43% of the whole school (Grades K-5) are reading at benchmark. Data shows that more than half of the school is reading below grade level.</p> <p>Further analysis of subgroups indicates that only 15% of SWD's are meeting benchmark according to TCRWP RR. Only 10% of ENL's are meeting benchmarks.</p> <p>We celebrate, 41% of boys meeting TCRWP RR as wells as 45% of girls meeting benchmark.</p> <p>In addition, our state Report Card for 2014-15 showed that in the category of SWDs, we did not make AYP for three consecutive years in the subject of ELA, which resulted in being identified as a LAP (Local Assistance Plan) school in 2015-16.</p> <p>On our Elementary School Quality Snapshot, in the area of closing the achievement gap with students with special needs, our results are 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. According to the June 2015 teacher evaluations based on Danielson</p>		

Framework for Teaching, 50% of teachers rated "developing" on 50% or more of their observations in the area 3b – Questioning and Discussion. Our June 2015 Danielson Framework for Teachers resulted in 22% of teachers receiving a rating of developing in Domain 3: Instruction. Further analysis showed: 39% of teachers scoring "Developing" in 3b (Questioning & Discussion), 16% of teachers scoring Developing in 3c (Engaging Students in Learning), and 11% of teachers scoring developing in 3d (assessment).

Our June 2014-15 Quality Review celebrates that our school utilizes common core assessments such as TCRWP RR and baseline assessments. Although these assessments provide valuable information on student performance, the feedback provided to students assessment results and rubrics were difficult for students to understand and to carry out their next learning steps. The feedback was not actionable for all subgroups and students were unclear of their gains.

## **Part 2 – Annual Goal**

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

By June 2016, students will show an increase from 43.36% to 50% of meeting reading benchmarks as measured by Teacher's College Reading and Writing Project Running Records (TCRWP RR).

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Norming the administration of a Teachers College</p> <p>Running Record (RR) - school wide</p> <p>Periodic collection and analysis of RR by administration during cabinets meetings every 6 weeks.</p> <p>Spot checking students by administering a quick</p>	<p>All students &amp; teachers</p>	<p>September 2015- June 2016</p>	<p>Administration: Principal, Assistant Principals, Literacy Coach, all Classroom teachers, TC Staff developers</p>

<p>assessment RR on the spot during learning walks</p> <p>Observations of Teachers with specific emphasis on 3b: Question and discussion techniques</p> <p>Twenty days of Teacher's College Support through Specialized staff developers for lower grades K-2 &amp; upper grades 3-5</p> <p>Teachers attending specific and appropriate calendar days with a specific emphasis on improving questioning and discussion.</p> <p>Inter-school and intra-school visitations</p> <p>* Beginning February 2016 - additional push-in &amp; pull-out guided reading groups specifically grades 1-3</p> <p>* As of January 2016, LLI (Level Literacy Intervention Program) will be used to provide additional reading strategies to students not reading on grade level.</p> <p>* In February 2016 purchased MyOn for entire school.</p>	<p>Students Grades 1-3</p> <p>Grades 2-5</p>	<p>February 2016 - June 2016</p>	<p>Utilizing ESL &amp; Cluster teachers</p> <p>Additional part- time staff</p>
<ul style="list-style-type: none"> <li>● Increased Professional development learning opportunities for teachers of ELLs and SWDs.</li> <li>● LLI Leveled Literacy Program, Raz Kids will be used with all SWDs</li> <li>● Station teaching for our SWDs</li> </ul>	<p>All students and teachers with a specific emphasis on SWDs and ELLs</p>	<p>September 2015-June 2016</p>	<p>Administration: Principal and Assistant Principals; Literacy Coach, Classroom teachers, Special Education teachers, ESL teachers</p>

<ul style="list-style-type: none"> <li>• Reconstruct &amp; deconstruct strategies for our ELLs</li> </ul>			
<ul style="list-style-type: none"> <li>• Parent Coordinator presents workshops specifically for families specific needs such as: What Common Core Means for your Child, Understanding Speech and language Disorders, Good Eating Habits, Expectations for 2015-16 School Year grade specific</li> <li>• Special Education Advocate to support families</li> <li>• Parents are invited to participate in school and class functions such as: trips, assemblies, celebrations, special events, publishing parties</li> </ul>	All parents	September 2015 – June 2016	Parent coordinator, Guidance Counselor, Literacy Coach
<ul style="list-style-type: none"> <li>• Everyone works together towards a shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community is respect. School staff, parents, and students and administrators value each other.</li> </ul>	Entire school community	September 2015- June 2016	school staff

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Literacy Coach, Parent Coordinator, PTA, Guidance Counselor, TC Staff Developers, Calendar Days, Running Records Supports and Books, Raz Kids and LLI – Fair Student Funding											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E

	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>
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**Part 5 – Progress Monitoring**

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

TCRWP RRs will be administered September 2015- June 2016 on a 6-8 week cycle. These running records will be analyzed throughout the year and results will be posted per grade in our lobby per cycle.

By February 2016, there will be a 5% increase of students showing progress by meeting TCRWP RR benchmarks.

February 2016 32% of students were meeting reading benchmarks as measured by teachers college reading and writing running records. At this time we are not meeting this goal, therefore we have made revisions to our action plan in order to support our struggling readers.

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

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

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Areas of Strength:</p> <ul style="list-style-type: none"> <li>As of June 2015, OORS incidents decreased 50% showing a benefit of a supportive school environment.</li> <li>According to the Framework for Great Schools 2015 Report, 93% percent showed an increase of peer support for academic work.</li> <li>In addition, the Framework for Great Schools 2015 Report showed a 93% reduction in the number of safety issues and therefore supporting a positive social emotional learning environment in place for our school.</li> </ul> <p>Areas for Improvement:</p> <ul style="list-style-type: none"> <li>According to the Frameworks for Great Schools 2015, 22% in chronic absences presenting a high number of students compared to city schools. Therefore, social emotional groups will be organized to decrease the 22% to 12%. These groups will provide a social culture where students feel safe, supported and challenged by their peers.</li> <li>All indicators under supportive environment on the Framework for Great Schools are above 90% except for classroom behavior (83%). Therefore, making it an area on which to focus.</li> </ul>		

**Part 2 – Annual Goal**

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

By June 2016, the school will strive to provide students with a nurturing learning environment where all students feel respected and safe, as measured by NYC School Learning Environment Survey.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> <li>• The school will work with teachers and parents as partners</li> </ul>	<p>All students</p>	<p>September</p>	<p>Ms. Murphy, AP</p>

<p>to ensure that all students feel safe, supported and challenged by continuing the implementation of Positive Behavior Intervention System (PBIS).</p> <ul style="list-style-type: none"> <li>• Parents of students who have been identified for check-in and check-out program are notified and made aware of the program through phone calls and correspondence.</li> <li>• Progress reports are sent home to these students identified monthly.</li> <li>• A PBIS Committee was formed.</li> <li>• In the beginning of the year, we have a Pep Rally to kick-off the PBIS system.</li> <li>• Professional development was provided to staff which included ways to implement PBIS strategies in the classroom.</li> <li>• Based on input from the staff, the PBIS committee identified areas in need of improvement, Respect, Achievement and 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</li> </ul>		<p>2015-June</p> <p>2016</p>	<p>Carolyn McNulty, GC</p> <p>Barbara Malave, PC</p> <p>PBIS Committee</p> <p>All Staff</p>
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<p>motivate positive behavior.</p>			
<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 clues to support positive classroom management</li> <li>• Community Compost helpers to foster a sense of responsibility</li> </ul>	<p>Tier II students</p> <p>STH</p> <p>SWDs</p>	<p>September</p> <p>2015-June</p> <p>2016</p>	<p>Ms. Murphy, AP</p> <p>Carolyn McNulty, GC</p> <p>Barbara Malave, PC</p> <p>PBIS Committee</p> <p>All Staff</p>
<ul style="list-style-type: none"> <li>• Parents of students who are identified as check-in/check-out are contacted upon identification to gain approval and be 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 to attend.</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>All students</p>	<p>September</p> <p>2015-June</p> <p>2016</p>	<p>Administration,</p> <p>Carolyn McNulty, GC</p> <p>Barbara Malave, PC</p> <p>PBIS Committee</p> <p>All Staff</p>
<p>Everyone works together towards a shared goal of</p>	<p>Entire school community</p>	<p>September</p>	<p>Ms. Murphy, AP</p>

<p>improving students outcomes, preparing students for success in school and beyond and across the school community is respect. School staff, parents, students and administrators value each other.</p> <ul style="list-style-type: none"> <li>• Respect For All Week</li> <li>• PBIS</li> <li>• October is Bully Awareness Month - "Be a Buddy Not a Bully"</li> <li>• 100% Attendance Rewards</li> </ul>		<p>2015-June</p> <p>2016</p>	<p>Carolyn McNulty, GC</p> <p>Barbara Malave, PC</p> <p>PBIS Committee</p> <p>All Staff</p>
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**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Per diem for monthly meetings (TL and FSF)</p> <p>RAP Bucks</p> <p>PBIS Matrix</p> <p>Top Earner Certificates</p> <p>PTA</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>We will assess OORS incidents to monitor our goal quarterly (September - November, December - February, March - June).</p> <p>By February 2016, we will provide students with a safe learning environment where all students feel respected and safe, measured by a 25% decrease in the number of incidents reported to OORS system.</p>

In February 2016, we had 21 OORS incidents placed year-to-date, which is just under our target for the year. Based on this data we will now be monitoring this based on the NYC School Environment Survey.

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

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

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>According to our 2014-15 Quality Review an area of celebration was Teacher Teams 4.2, where the school engaged in structured professional collaboration on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.</p> <p>However, the Framework for Great Schools Report 2015 indicates the quality of professional development and school commitment to Professional Development is an area of need. In addition, based on teacher observation, data shows the least percentage of teachers scoring Effective and Highly Effective on the Danielson Rubric in the area of Questioning and Discussion (3B) which is an area of focus for this current school year. Our school instructional focus aligns to Danielson 3b. We are committed to improving instruction in the area of questioning and discussion to improve students Teacher's College Reading levels.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, in order to meet the needs of each grade and develop deeper content knowledge while strengthening pedagogical practices teachers will take part in teacher teams to examine "Problems of Practice" as measured by 2 new strategies implemented across the school.</p>

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**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> <li>• Professional Learning Log with workshops and schedules for Mondays.</li> <li>• Professional Development Committee meets to develop Professional Development Plan</li> </ul>	<p>Teachers and Paraprofessionals</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principals, Literacy Coach, Math Coach, Grade Leaders</p>

<p>to address our schools instructional focus.</p> <ul style="list-style-type: none"> <li>• Individual meetings with teachers conducted by Administration or coaches.</li> <li>• Planning time to create workshops.</li> <li>• Teacher reflections to discuss how they have implemented strategies that they have acquired from the workshops.</li> <li>• Teacher teams working on inquiry based studies that focus on question, discussion and engagement.</li> <li>• Teacher meeting time to analyze student work.</li> </ul>			
<ul style="list-style-type: none"> <li>• Teacher teams identify sub-groups based on data to identify students with specific needs in order to adjust their unit plans to meet these needs.</li> <li>• Specifically, identified teachers are sent to Calendar days at Teachers College and the Borough Fields Support Center to turnkey information on specific strategies to support ELLs, SPeds &amp; Gifted students</li> <li>• Students are identified at-risk in ELA, Math and Content Areas to receive AIS.</li> </ul>	<p>Teachers and Paraprofessionals</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principals, Literacy Coach, Math Coach, Grade Leaders</p>

<ul style="list-style-type: none"> <li>Implementation of before and after-school activities will be provided to improve instruction for ELLS, SPeds and at-risk students.</li> </ul>			
<ul style="list-style-type: none"> <li>Specific parent workshops bi-monthly on topics such as: Supporting Conversations, Formulating and answering questions and reading with intent.</li> </ul>	Parents	September 2015- June 2016	Principal, Assistant Principals, Literacy Coach, Math Coach, Grade Leaders & Parent Coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional Development Plan											
Committee Meeting Notes											
Teacher Reflection Sheets											
Teacher Logs											
Reflection Sheets/ Feedback Sheets											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>Mid-Point benchmark: By February 2016, revisit teacher surveys, agendas and observation feedback to see if there has been improvement in advance ratings and student work.</p> <p>In February 2016, 90% of teachers rated Effective or Highly Effective in component 3b and 92% rated Effective or Highly Effective in component 3c. At this point in time, we realized that Professional Development was restructured. We implemented "Problems of Practice" that met weekly during part of our Professional Development time.</p>
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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>According to the June 2015 teacher evaluations based on Danielson Framework for Teaching, 50% of teachers rated developing on 50% or more of their observations in the area 3b – Questioning and Discussion. Our 2015 Danielson Framework for Teachers resulted in 22% of teachers receiving a rating of developing in Domain 3: Instruction. Further analysis showed: 39% of teachers scoring developing in 3b (Questioning &amp; Discussion), 16% of teachers scoring developing in 3c (Engaging Students in Learning), and 11% of teachers scoring Developing in 3d (Assessment).</p> <p>Our QR results for 2014-15 showed the following:</p> <p>Areas of celebration:</p> <ul style="list-style-type: none"> <li>Structures for positive learning environment, inclusive culture, and students success,</li> <li>Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards,</li> <li>Research-based, effective instruction that yields high-quality student work,</li> <li>Aligned use of resources to support instructional goals that meets students' needs, and</li> </ul>		

- Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice.

Areas of Focus:

- Provide Supportive feedback to teachers through Danielson framework when analyzing student learning outcomes.
- • Progress tracked at the school level, teacher team and classroom level and regularly communicated to ensure achievement of learning goals
- • Curricula-aligned assessment practices that inform instruction.

According to the Framework for Great Schools teacher influence was an area of need of improvement.

## **Part 2 – Annual Goal**

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

By June 2016, in order to develop instructional support that drives student achievement in math, where everyone works together and values each other for a shared goal for improving students outcomes, benchmarks will be placed on-line to help analyze data by class, grade and school as measured by an increase of students showing a level 2 or higher on our math benchmark exam.

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> <li>• Implementation of a new math curriculum: Go Math</li> <li>• Intensive PD throughout the year on Go Math</li> <li>• 4 day Summer PD session offered through NYC on Go Math</li> <li>• Creation of a Math coach (part-time)</li> <li>• Continued access to IXL</li> </ul> <p>* School net will be used as a tool to input our math benchmarks in order to create more efficient</p>	<p>Staff</p>	<p>September 2015-June 2016</p>	<p>Administration: Principal and Assistant Principals, Math Coach, Go Math</p>

reports to analyze student data  * Professional Development was provided to navigate school net reports such as groups, reports and item analysis.			
<ul style="list-style-type: none"> <li>Specifically targeted professional development for teachers of ELL's and SWD's on Go Math</li> <li>Scaffolds of activities which include: prompts, visuals, technology, extended wait time</li> </ul>	Teachers	September 2015-June 2016	Administration: Principal and Assistant Principals, Math Coach, Go Math
<ul style="list-style-type: none"> <li>Parent Workshops throughout the year</li> <li>Parent Engagement time used for specific PD on Go Math</li> </ul>	Staff and Parents	September 2015-June 2016	Administration: Principal and Assistant Principals, Parent Coordinator, Math Coach, Go Math
<ul style="list-style-type: none"> <li>Everyone works together towards a shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community is respect. School staff, parents, students and administrators value each other.</li> </ul>	Entire School Community	September 2015-June 2016	

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Math Coach, Go Math PD, FSF											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

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

Danielson Rubric will be used to rate teachers during informal and formal observations throughout the year. By February 2016, 50% of observations will be completed with 85% showing effective in Domain 3.

Benchmarks will be administered at the beginning of the year, middle of the year, and end of the year.

By February 2016, 75% of students will show an increase in percentage from their September benchmark scores.

As of February 2016 data showed that school-wide math benchmarks went from 0.4% to 18% of students scoring a level 2 or higher.

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

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

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>As a school, we value the ideology of establishing productive partnerships with families in an effort to engage them in their children's learning. Statistically, participation in attendance and conferences, workshops and school-based events has been low. Only 5% of our families attended these events in 2014-15.</p> <p>17% of the student population are SWD's and we have a growing population of English as a New Language Learners families.</p> <p>We have been successful in communicating with parents the instructional needs of their children. Our staff has worked hard in establishing a productive and trusting relationship with families.</p> <p>Our most recent Quality Report states the parents are kept well informed.</p> <p>Based on the NYS Common Core 2015 math scores for grades 3,4 and 5, 31.9 % of learners met proficiency by scoring at level 3 &amp; 4.</p> <p>Presenting information in a way that will help parents support their children and generate ideas will be needed to increase participation and attendance.</p> <p>Families receive regular communication from school through goal letters, the school website, The SPARK (the school newsletter), monthly school calendars, School Messenger phone alerts and e-mails sent out by our parent coordinator.</p>		

We use weekly Tuesday Parent Engagement time to speak to parents in person and/ or on the phone. The parent coordinator, along with the literacy coach and teachers, provide parent workshops.

We have a partnership with The Greater Ridgewood Youth Council to provide an after-school program for families. Also, we have partnerships with Studio in a School, Arts Connection and CASA to allow for outside agencies to provide support in arts education.

Monthly PTA meetings as well as workshops are given with meeting times varying (9 am, 2:40 pm and 6 pm). However, attendance at these meetings is low (5%).

## **Part 2 – Annual Goal**

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

By June 2016, Public School 68 will provide workshops, professional development and celebratory events for families that will result in an 1% increase of attendance and participation based on event sign-in sheets.

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> <li>• School website &amp; parent e-mails</li> <li>• School Messenger Alert/Text Messages</li> <li>• Grade level Parent Workshops on Tuesdays during Parent Engagement times</li> </ul>	Parents of Pre K-5	September 2015 – June 2016	Administration, Literacy and Math Coaches, Teachers, Parent Coordinator
<ul style="list-style-type: none"> <li>• Parent Workshops at least twice a month on various topics</li> <li>• Monthly ELL meetings</li> </ul>	Parents of Pre K-5	September 2015 – June 2016	Administration, Literacy and Math Coaches, Teachers, Parent Coordinator

<ul style="list-style-type: none"> <li>• Parent Workshops on specific disabilities such as speech &amp; language and learning disabled</li> <li>• Celebrate students' at monthly PTA meetings such as; 100% attendance &amp; students of the month</li> </ul>			
<ul style="list-style-type: none"> <li>• Varying times of workshops and meetings</li> <li>• Repeating or recapping meetings at different times monthly</li> <li>• Providing workshops aimed at parent needs &amp; surveying parents to reflect on success of workshops and future interests</li> </ul>	Parents of Pre K-5	September 2015 – June 2016	Administration, Literacy and Math Coaches, Teachers, Parent Coordinator
<ul style="list-style-type: none"> <li>• Everyone works together towards a shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community is respect. School staff, parents, and students and administrators value each other.</li> </ul>	Entire School community	September 2015 – June 2016	Administration, Literacy and Math Coaches, Teachers, Parent Coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Literacy Coach, Math Coach , FSF											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

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

Attendance will be taken at each parent meeting and workshop.

By February 2016, an average of at least 45 parents will attend each meeting and workshop.

In February 2016, parents attending workshops, events and PTA meetings was approximately 4%. We are currently not meeting this goal.

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

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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 fourth and fifth grades that did not meet promotional criteria on the ELA exam in Spring 2015.  Teacher recommendations  Children who attended summer school	Guided Reading, Leveled Literacy Intervention (LLI), Deconstruct/Reconstruct ELL strategies, and strategy lessons based on student need	Small group, push-in/pull-out, tutoring	During the day, before school and after school
<b>Mathematics</b>	Children in fourth and fifth grades that did not meet promotional criteria on the Math exam in Spring 2015.  Teacher recommendations  Children who attended summer school	Teacher created materials based on student needs such as problem solving and fluency; Reteach lessons from Go Math	Small group, push-in/pull-out, tutoring	During the day, before school and after school
<b>Science</b>	Children in 5th grades that did not meet promotional criteria on NYS Science in Spring 2015  Teacher recommendations	Non-fiction guided reading/ Cloze reading  Strategy lessons based on students needs	Small group, push-in/pull-out, tutoring	During the day, before school and after school
<b>Social Studies</b>	Children in 4th and 5th grades that did not meet promotional criteria	Non-fiction guided reading/ Cloze reading	Small group, push-in/pull-out, tutoring	During the day, before school and after school

	on the ELA exam in Spring 2015  Teacher recommendations	Strategy lessons based on students' needs		
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Tier 2 students who have been spoken about at PPT meetings struggling with social-emotional issues that are interfering with academic performance.	Counseling group with small group discussion and role-playing. Social skill training such as maintaining eye contact, initiating conversations, sharing and manner and conflict resolution strategies	Small group and one-to-one	During the day, before school and after school

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	<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.
<p>100% of our staff is highly qualified. We provide high-quality Professional Development. We implement the balanced literacy approach in literacy, based on Teacher's College Reading and Writing Project. Two staff developers from Teacher's College provide staff development to lower-grade and upper-grade teachers. A staff developer from Go Math will offer training and support.</p> <p>Strategies and activities used to attract Highly-Qualified teachers to our school include:</p> <ul style="list-style-type: none"> <li>• Communication with our network HR Director when vacancies occur.</li> <li>• Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) pool.</li> <li>• Administration conducts interviews and requests demonstration lessons from applicants. After observing the lesson and providing feedback, the members of the administration team make decisions based on the needs of the school.</li> <li>• Maintaining a teacher resource center and professional library to promote effective practices.</li> <li>• Providing teachers with curriculum maps, instructional resources, and professional learning opportunities.</li> <li>• Mentors are assigned to new teachers where they meet with them before school and plan inter-visitations throughout the year.</li> </ul>

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

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>Professional Development will be paced for the year. Cycles of professional development will last three sessions based on teacher needs and then a session where teachers participate in cross-grade groups selected from a menu of options.</p> <ul style="list-style-type: none"> <li>• Teacher's College Principal Study Group</li> <li>• 2 Teacher's College Specialty Groups</li> <li>• Upper grades Teacher College Coaching Group</li> </ul>

- Two Teacher’s College Staff Developers (upper and lower grades)
- 20 Teacher College Staff Development days with selected lab sites
- 25 Calendar Days provided by Teacher’s College

**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/information, early intervention services, etc.).

- Parent Workshops by our Social Worker are offered during the year. In the spring a session includes information on transitioning to Kindergarten. Parents are also invited to District Meetings specific to pre-K presented by the Early Childhood Office.
- Parent Orientation takes place in early June for pre-K families to present an overview of kindergarten, answer questions and meet next year’s teachers.
- In May and June, pre-K students visit kindergarten classrooms. They also tour the building including the computer lab, library and cafeteria which they will use in kindergarten.
- Pre-K students are given a summer ‘goodie bag’ which includes flash cards, primary writing paper and emergent books along with the neighborhood Public Library hours and card application. Parents receive ideas for fun, educational activities and a “Kindergarten Readiness Checklist.”
- Pre-K students/families are mailed a postcard in July encouraging them to “Read every day!”
- The curriculum includes an introduction to 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.

- The Professional development is provided in a cyclical fashion. For example, 4-week cycle on a topic.

- 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 (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	328,784.00	x	5A Part 3, 5B Part 3, 5C Part 3, 5D Part 3, 5E, Part 3
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			

Title II, Part A	Federal	246,868.00	x	5D Part3, 5E Part 3
Title III, Part A	Federal	17,812.00	x	5D Part3, 5E Part 3
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,741,372.00	x	5A Part 3, 5B Part 3, 5C Part 3, 5D Part 3, 5E, Part 3

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

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To 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.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another

purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

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**Parent Involvement Policy (PIP)**

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

### **School-Parent Compact**

**PS68Q**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

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

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

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

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

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

Part A: School Information	
Name of School: <u>P.S. 68 Cambridge</u>	DBN: <u>24Q068</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>80</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
# of certified ESL/Bilingual teachers: <u>4</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_\_\_\_\_ P.S. 68's Title III program provides English Language Learners with supplemental instruction in an Early Bird program as well as an After School program. Students' NYSESLAT 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 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. 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.

**Part D: Parental Engagement Activities**

- \* 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 and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>24</b>	Borough <b>Queens</b>	School Number <b>68</b>
School Name <b>The Cambridge Family School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Anne Marie Scalfaro</b>	Assistant Principal <b>Karen Gleason</b>
Coach <b>Susanne Shivickas</b>	Coach <b>Pamela Hotis</b>
ENL (English as a New Language)/Bilingual Teacher <b>Eliza Chiriac</b>	School Counselor <b>Carolyn McNulty</b>
Teacher/Subject Area <b>Susan Miriel</b>	Parent <b>Christina Rodriguez</b>
Teacher/Subject Area <b>Christine Balzafiore</b>	Parent Coordinator <b>Barbara Malave</b>
Related-Service Provider <b>Channie Willingham</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Madelene Chan</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>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/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>5</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>727</b>	Total number of ELLs	<b>145</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	145	<b>Newcomers</b> (ELLs receiving service 0-3 years)	140	<b>ELL Students with Disabilities</b>	35
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	5	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>TBE</b>											0
<b>DL</b>											0
<b>ENL</b>	140	0	35	5	0	5	0	0	0		0
<b>Total</b>	0	0	0	0	0	0	0	0	0		0

Number of ELLs who have an alternate placement paraprofessional: 1

## 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>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

\* EP=English proficient student

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

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

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

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

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	19	25	19	21	29	13								0
Chinese	1													0
Russian														0
Bengali														0
Urdu														0
Arabic	3	1	1	2	1	0								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1			1	1									0
Albanian	1													0
Other	2	1	2	0	0	1								0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	8	0	3	2	4	5								0
<b>Emerging</b> (Low Intermediate)	5	7	4	3	8	2								0
<b>Transitioning</b> (High Intermediate)	12	5	6	4	4	1								0
<b>Expanding</b> (Advanced)	2	15	9	15	15	10								0
<b>Commanding</b> (Proficient)	11	8	3	1	1	7								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total					0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	11	8	8	8	4	10								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	0	4	0
4	20	6	2	0	0
5	9	2	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1								0
4	20		8		2		4		0
5	8		5		1		0		0
6									0
7									0
8									0
NYSAA									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
**Paste response to questions here:**
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
**Paste response to question here:**
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
**Paste response to question here:**
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?**Paste response to questions here:**
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]  
**Paste response to question here:**
- How do you make sure that a student's new language development is considered in instructional decisions?  
**Paste response to question here:**
- For dual language programs, answer the following:
  - How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?

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 3rd grade, 29% of ELLs are beginners, 13% are intermediate and 58% are advanced. In 4th grade, 1% of ELLs are beginners, 40% are intermediate, 50% are advanced. In 5th grade, 29% of ELLs are beginners, 6% are intermediate and 65% are advanced. Patterns across proficiencies and grades show that 5 4th grade intermediate ELLs scored a level one on the ELA in third grade, and 1 student scored a level 2. Seven 4th grade advanced ELLs scored a level one and three scored a level two. In 5th grade, one beginner student scored a level one on the ELA in 4th 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.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
 Paste response to question here:

## Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.  
 Paste response to question here: (see below)
- Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
 Paste response to question here: (see below)
- Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
 Paste response to question here: (see below)
- Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
 Entitlement and non-entitlement parent notification letters are distributed to parents in their preferred language by Ms. Chririac within five school days after the NYSITELL is scanned and a score is determined. Copies are made and kept in the ENL binder in the ENL office, as well as, in each student's cumulative record file.
- Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
 Parents are informed about the right to appeal ELL status within 45 days of enrollment during the initial one on one interview and at parent orientation. It is also stated in the entitlement letters. Ms. Chiriac and Ms. Shivickas are responsible for notifying parents of the 45 day appeal process. The right to appeal is stated in the Entitlement letters. They are also informed during the initial interview and during the parent orientation.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Transitional Bilingual Education is the default placement if there are fifteen or more parents within one grade span that do not return the program selection letter.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Paste response to question here:

Ms. Chiriac keeps a list of newly admitted ELLs and their home language and monitors which parents have attended the parent orientation and returned the program selection forms. Parent survey and program selection forms are stored in student cumulative record files and copies are kept in the ENL binder in the ENL office. Forms are made available in the parent's preferred language. If there is a sufficient number of parents and a TBE/DL class becomes available, the parents will be informed via a letter from the principal.

Every student who enrolls in our school is given a Home Language Identification Survey. A licensed ENL 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 ENL teacher administers the NYSITELL. The NYSITELL is administered within ten days of enrollment. The Spanish LAB is administered if they fail the NYSITELL. The students are placed in classes according to proficiency level. If the child does not pass the NYSITELL, they are placed in a Freestanding ENL 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 ENL 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. ENL coordinators reach out to parents during this orientation meeting to explain the reason their child/children are eligible for ENL instruction, why they are continuing in an ENL program or why they no longer require the services of the ENL 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 ENL 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 NYSITELL 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 ENL services for that year. Before distribution, letters are copied and are filed in an ENL 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 ENL 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 ENL program at our school is aligned with what the parents have been requesting. We will continue to offer the ENL model as long as it is requested by our parents. Our two certified teachers push-in to classrooms to support instruction using ENL methods and strategies to provide meaningful instruction. In addition, we have four certified teachers that teach a self-contained ENL 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 ENL 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 21, 2015 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 NYSITELL 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 NYSELAT scores. The NYSELAT 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 NYSELAT test. All students receiving ENL instruction are scheduled to take the NYSELAT 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?

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Parents are notified via phone and in writing if they have not returned the forms. If there is a huge delay, ESL coordinators meet parents at dismissal in an effort to have them sign the form on the spot. Parent survey and program selection forms that have not been completed and returned are monitored by Ms. Chiriac. List of newly admitted ELLs and information regarding returned forms is kept in the ELPC folder in the ENL office.
9. Describe how your school ensures that placement parent notification letters are distributed. Our ENL coordinator hand out, collect, photocopy and store all letters and forms. They are kept securely in a binder in the ESL office. Placement parent notification letters are completed by Ms. Chiriac and distributed to classroom teachers in order for students to take home to their parents. Copies are stored in the ENL binder and student cumulative record files. Parent notification letters are sent in parent's preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation is stored in student cumulative record files and in ENL binder. Copies of Entitlement, Non-Entitlement, Continued Entitlement, Non-Entitlement after NYSITELL, Placement After Receiving Parent Survey, and Program Placement Default Selection form not returned letters are stored in the ENL binder and student cumulative record files.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. Licensed ESL teachers administer the speaking portion of the NYSELAT test. All students receiving ESL instruction are scheduled to take the NYSELAT exam. Licensed ESL classroom teachers administer the reading, writing and listening section of the NYSELAT exam. NYSELAT eligibility is based on current school roster and the RLER reports in ATS. Karen Gleason creates the NYSELAT testing memo using student information from the RLER report and current list of ELLs are accounted for, along with any testing modifications needed as per student IEPs. Each component of the NYSELAT is administered across three days. Ms. Gleason, Ms. Shivickas, Ms. Chiriac, and Ms. D'Amato keep attendance records each day of students that are absent or missed the test due to another reason. All students are accounted for during the testing make up session. All ELLs receive the NYSELAT annually on the RLER and current ELL roster.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement and transitional support parent notification letters are distributed in parent's preferred language by Ms. Chiriac. Copies are kept in the ENL binder.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per *Aspira Consent Decree*? Describe specific steps underway. (Refer to question six). Program models offered at PS 68 are aligned with parent program selections. The trend for the past years in program choice is that not parents choose ENL as their first choice in program placement with very few parents choosing TBE or Dual Language. This current year, out of 31 parents, 23 requested ENL, 2 requested TBE and 3 requested Dual Language as their program of choice.

Summary: Part IV ELL Identification Process

1. Upon registration, the Home Language Identification Survey (HLIS) is administered to the parent or guardian to NYS new admits by Eliza Chiriac, ENL teacher, or Suzanne Shivickas, ENL teacher. Home language is determined based on the results of the HLIS and in-depth interviews with both the parent and the student in English and the home language. If the student's home language is other than English, then Ms. Chiriac or Ms. Shivickas administers the NYSITELL. If the student does not test out of the NYSITELL and their home language is Spanish, then Ms. Sanchez, ENL teacher, Ms. Chiriac, or Ms. Shivickas administers the Spanish LAB. Answer documents are scanned into ATS within 10 school days of enrollment. For a newly identified ELL, the parent orientation is held within 10 school days of enrollment and is given by Ms. Chiriac. Ms. Chiriac notifies parents through the student Entitlement Letter, in the parent's preferred language, as well as, a parent orientation letter that is sent home with the student. Parent orientations are held either as one-on-one meetings or school orientations in the parent's preferred language. Multiple school orientations are held at different times to ensure that all parents have the opportunity to attend.

2. SIFE status is determined within 30 days of enrollment, with the flexibility of being modified up to 12 months of initial enrollment. Determination of SIFE status begins at the time of the completion of the HLIS of a newly admitted student in grades 3, 4, and 5, when the parent is asked to indicate prior schooling. If there are indications that the student has interrupted or inconsistent formal schooling, and the student is a newly identified ELL at the Entering or Emerging level of English proficiency, then Ms. Chiriac administers the Oral Interview Questionnaire to the student. In addition, for students whose home language is Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) is administered.

3. During administration of the HLIS, if a newly admitted student has a home language other than English and has an IEP, then the Language Proficiency Team (LPT) is formed to determine if the student has language needs and should take the NYSITELL. The LPT consists of Karen Gleason, School Administrator, Suzanne Shivickas, ENL Teacher, Kathy Murphy, Director of Special Education, and the parent or guardian of the student. If necessary, interpretation for the parent is provided through a staff member or the school contacts the DOE's Translation and Interpretation Unit to get an interpreter over the phone. If the LPT recommends that the student does not take the NYSITELL, then that recommendation is sent to the principal for review. Upon review, if the principal agrees with the recommendation, then that determination is sent to the superintendent or designee for review and the parent or guardian is notified within three days of the decision. The timeline to accept or reject LPT recommendation is within 20 days.

4. Entitlement and non-entitlement parent notification letters are distributed to parents in their preferred language by Ms. Chiriac within five school days after the NYSITELL is scanned and a score is determined. Copies are made and kept in the ENL binder in the ENL office, as well as, in each student's cumulative record file.

5.

6. Transitional Bilingual Education is the default placement if there are 15 or more parents within one grade span that do not return the program selection letter.

7. Ms. Chiriac keeps a list of newly admitted ELLs and their home language, and monitors which parents have attended the parent orientation and returned program selection forms. Parent Survey and Program Selection forms are stored in student cumulative record files and copies are kept in the ENL binder in the ENL office. Forms are made available in the parent's preferred language. If there is a sufficient number of parents and a TBE/DL class becomes available, the parents will be informed via a letter from the principal.

8. Parent Survey and Program Selection Forms that have not been completed and returned are monitored by Ms. Chiriac. List of newly admitted ELLs and information regarding returned forms is kept in the ELPC folder in the ENL office.

9. Placement parent notification letters are completed by Ms. Chiriac and distributed to classroom teachers in order for students to take home to their parents. Copies are stored in ENL binder and student cumulative record files. Parent notification letters are sent in parent's preferred language.

10. All ELL documentation is stored in student cumulative record files and in ENL binder in the ENL office. Original HLIS and Parent Survey and Program Selection forms are kept in student cumulative record files in the classroom and copies are stored in the ENL binder. Copies of Entitlement, Non-entitlement, Continued Entitlement, Non-Entitlement After NYSITELL, Placement After Receiving Parent Survey, and Program Placement Default Selection Form Not Returned letters are stored in ENL binder and student cumulative record files.

11. NYSESLAT eligibility is based on current school ELL roster and the RLER report in ATS. Karen Gleason creates the NYSESLAT testing memo using student information from the RLER report and current list of ELLs generated by Susanne Shivickas, Eliza Chiriac, and Melissa D'Amato. The memo is checked to make sure all ELLs are accounted for, along with any testing modifications needed as per

student IEPs. Each component of the NYSESLAT is administered across three days. Ms. Gleason, Ms. Shivickas, Ms. Chiriac, and Ms. D'Amato keep attendance records each day of students that are absent or missed the test due to another reason. All students are accounted for during the testing makeup session. All ELLs receive the NYSESLAT annually based on the RLER and current ELL roster.

12. Continued entitlement and transitional support parent notification letters are distributed in parent's preferred language by Ms. Chiriac. Copies are kept in ENL binder.

13. Program models offered at P.S.68 are aligned with parent program selections. The trend for the past few years in program choice is that most parents choose ENL as their first choice in program placement, with very few parents choosing TBE or Dual Language. This current year, out of 31 parents, 23 requested ENL, 2 requested TBE, and 3 requested Dual Language as their program of choice.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
Paste response to questions here:  
The instructional model presently used at P.S. 68Q follows the English as a New Language (ENL) model. We have two certified ENL teachers that "push in" to service our English Language Learners. Entering and emerging students receive 360 minutes of instruction per week. Transitioning, expanding and commanding students receive 180 minutes of instruction per week. We also have four certified ENL teachers that are classroom teachers and service their own heterogenous ELL classes. Integrated ENL classes may contain Native English students. Our school provides the Freestanding ENL program for ELLs as per parent choice. Students are heterogeneously by grade. Stand alone ENL is delivered by a certified ENL teacher and Integrated ENL is delivered by either a dual certified teacher (ESL/CB) or co-teaching by an ENL teacher and a CB teacher depending on the class. Our school provides the Freestanding ENL program for ELLs, as per parent choice. Students are grouped heterogeneously by grade. Standalone ENL is delivered by either a dually certified teacher (ESL or CB) or coteaching by an ENL teacher and a CB teacher depending on the class.
  - b. TBE program. *If applicable.*  
Paste response to questions here:
  - c. DL program. *If applicable.*  
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
Integrated ENL with ELA is provided by either a dual certified teacher with ESL and CB or by the ENL teacher and CB teacher using the co-teaching model. Commanding level students receive 90 minutes a week of integrated ENL in ELA by either a dual certified teacher or co-teaching model. Intergrated ENL with ELA is provided by either a dually certified teacher with ESL and CB, or by an ENL teacher and CB teacher using the co-teaching model. Commanding level students receive 90 minutes a week of integrated ENL in ELA by either dually certified teachers or the co-teaching model.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are provided opportunities throughout the day and throughout lessons to see models of speaking, reading and writing as well as have chances to speak, listen, read and write. All four modalities are used to gather information as informal assessments throughout lessons by their ENL teacher.

6. How do you differentiate instruction for each of the following ELL subgroups?

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

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

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

Paste response to questions here:

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Paste response to question here:

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

Paste response to question here:

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. 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

Chart

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, NYSITELL, NYSESLAT Informal Assessment: conferences, checklists, teacher observation Speaking: Formal Assessment: NYSITELL, NYSESLAT Infrmal Assessment: conferences, checklists, teacher observation Reading: Formal Assessment: predicitive assessments, NYSITELL, NYSESLAT Informal Assessments: post-its, conferences, checklists Writing: Formal Assessments: Predictive assessments, NYSITELL, NYSESLAT Informal Assessments: conferences, grphic organizers, published writing pieces

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

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

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

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



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

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

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

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

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

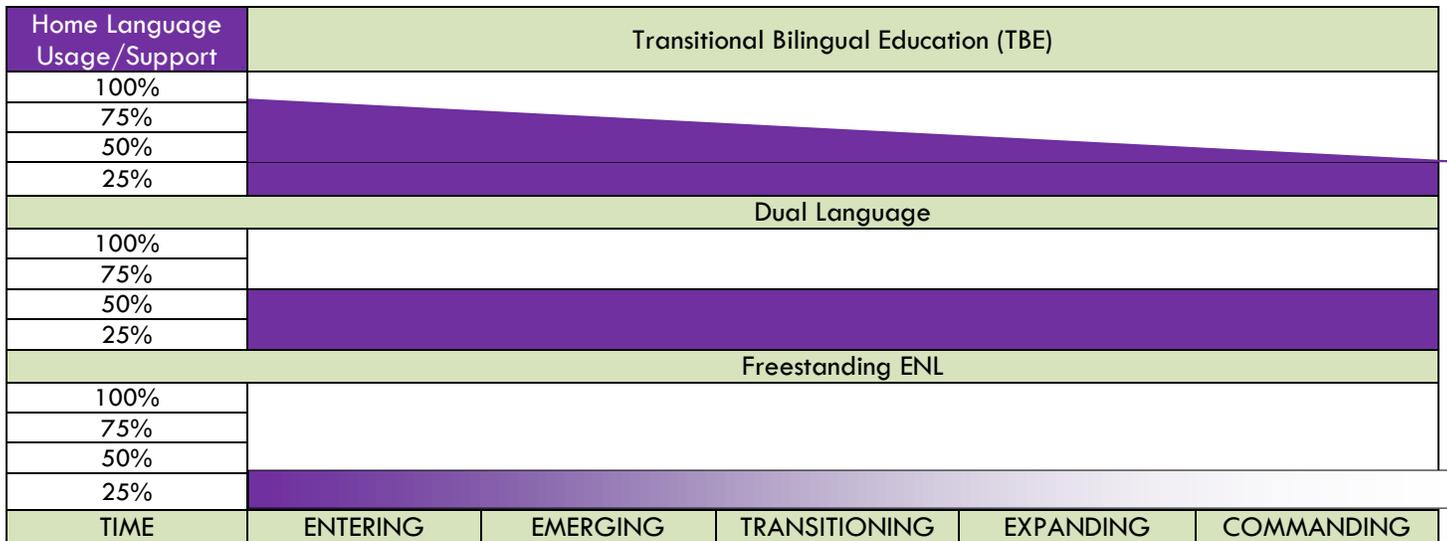


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

The instructional materials used to support the ELL students 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. Native language libraries are used to maintain ELLs literacy skills while ENL servicing is developing their language skills. Online programs such as RazKids and IXL are used as intervention programs for students below or at grade level. GoMath offers online assignments, glossaries and videos to support lessons and offer practice in English and native languages. Foundations and Wilson programs are used for struggling ELLs. Afterschool programs use Common Core Clinic in ELA and mathematics.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Throughout all content areas (ELA, social studies and science), cognitive academic language is supported through academic vocabulary development as well as content and language objectives based on the student's needs. All teachers are made aware that they are teachers of ELLs through staff professional development. ELA and Math benchmark exams are administered 3 times across the year. Writing on-demands are used after each unit of study (approximately every 6 weeks) to monitor growth. TC running records are formally administered 6 times a year. Teachers give their own formative assessments as well as conference notes which include anecdotal, one on one conferring, and small group strategy notes.

12. What new programs or improvements will be considered for the upcoming school year?

IXL, Raz Kids, online GoMath website access

13. What programs/services for ELLs will be discontinued and why?

None at this time

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

ELL students are given equal access to all school programs. In addition, ELL specific before and afterschool programs that support ELA and math skills development by a certified ENL teacher are offered to our ELL population 3 hours a week. We have applied for a grant that has provided us with a partnership with Arts Connection for the past 4 years for our ELL classes that works on increasing language through dance.

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

Native language library books for independent reading, native language charts, classroom charts, teacher-made vocabulary materials.

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

Through the use of trade books. Our ENL program offers home language support through reading materials in native language, translation when needed and available, English/native language dictionaries, peer support and partnerships and native language classroom charts.

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

All resources and services follow grade specific curriculum for all subject areas for all ELLs.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

New ELLs are introduced to the school and have the opportunity to take a guided tour with our parent coordinator or an ENL teacher. The guidance counselor checks in with self-contained ELL classroom teachers to see if support is needed for new ELLs. In class, students are given different partners to provide classroom assistance throughout the day.

19. What language electives are offered to ELLs?

Not applicable

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?

- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Dual language is not used currently.

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.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Vertical meetings for ENL and ELL teachers from kindergarten through grade 5 occurs one Monday a month for 80 minutes. During this time, professional development on topics such as understanding CR Part 154, Academic Language, Text Complexity, Language versus Learning disability and NYSESLAT is given. All staff is provided professional development opportunities that include strategies for teaching ELLs, using TPR in the classroom and modifications that can be made to support ELLs in the classroom in all content areas. ENL teachers provide professional development for ELL differentiation during unit planning.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
see above
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
The guidance counselor, parent coordinator and assistant principal provide workshops and information on transitioning to middle school. There is a junior high school orientation as well as guest speakers that are invited into the school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

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 and ENL 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. We keep records of these meetings by listing dates, having agendas, and attendance signature sheets.

### C. Parental Involvement

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

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

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

Parent teacher conferences are recorded on the student's cumulative record card. Copies of invitations and meetings at parent orientations are kept by the ENL coordinator in a binder in the ELL office. ENL and content area teachers keep logs of parent contact (phone calls, meetings and letters). Parents are surveyed throughout the year by the parent coordinator to ensure that their needs are being met.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are given the chance to meet with teachers during parent engagement time on Tuesdays. Workshops are offered specifically for ELLs monthly as well as other workshops for all parents. Translation and refreshments are provided at these workshops.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Information regarding ESL adult classes in the neighborhood is available through our parent coordinator.
5. How do you evaluate the needs of the parents?  
Parent surveys are distributed by email and paper. Workshops end with an evaluation/ suggestion form.
6. How do your parental involvement activities address the needs of the parents?

We 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. In addition, we have two schoolwide open houses and weekly parent engagement time.

- 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.

We 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 (benchmark) assessments.

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 ENL department to ensure that our parent's voices are heard. Most of our documents are translated and we provide translation at every meeting. Translation is provided by school staff or the DOE Translation and Interpretation unit. Individual meetings for parents will be scheduled during parent engagement time.

#### **D. Additional Information**

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

**Paste response here:**

School Name: **P.S. 68**

School DBN: **24Q068**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anmarie Scalfaro	Principal		9/15/15
Karen Gleason	Assistant Principal		9/15/15
Barbara Malave	Parent Coordinator		9/15/15
Eliza Chiriac	ENL/Bilingual Teacher		9/15/15
Christina Rodriguez	Parent		9/15/15
Susan Miriel	Teacher/Subject Area		9/15/15
Christine Balzafiore	Teacher/Subject Area		9/15/15
Susanne Shivickas	Coach		9/15/15
Pamela Hotis	Coach		9/15/15
Carolyn McNulty	School Counselor		9/15/15
Madelene Chan	Superintendent		9/15/15
	Borough Field Support Center Staff Member _____		9/15/15
	Other _____		9/15/15
	Other _____		9/15/15
	Other _____		9/15/15

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **24Q068** School Name: **068**  
Superintendent: **Madelene Chan**

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

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

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

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

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

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

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 correspondances go 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. Our school website can be viewed in Spanish and our Phone Messenger System sends voice messages home in Spanish.

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

As noted above, Spanish is the preferred language here at PS68. We additionally have the following languages, Chinese, Arabic, Romanian, Polish, Nepal and Albanian.

## Part B: Creating a Communications Calendar

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

The documents we send home are as follows: Newsletter (SPARK) Spectacular Parents and Remarkable Kids, Discipline Code Contract, Monthly Calendars, Parent -Teachers Conference announcements, before and after school information, NYS Testing dates, Student Curriculum, letters, memos, notices from the school and letter's from the school nurse.

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

September open-house (Meet the Teacher , November Parent Teacher Conference, March Parent Teacher Conference, May Curriculum Night. Several workshops throughout the school year on various topics such as, attendance, curriculum & social emotional development. In addition, monthly PTA meetings and guidance calls to parents.

## Part C: Providing Language Assistance Services

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

We primarily use in-house translators. In addition, we utilize computer based translation systems, DOE approved translators and contracted vendors.

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

We will primarily use in-house translators. If we do not have a translator available then we will use NYCDOE translation service.

## **Part D: Training Staff on Policies and Procedures**

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

Staff is instructed during the Fall welcome back conference. They receive language ID cards & Language guide.

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

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

### Checklist of Notification Requirements

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

Home language is entered into ATS upon registration. Translation and interpretation will be provided to those needing language assistance in person, over the phone, and in written correspondences. All memos are translated in Spanish (our primary language), our parent coordinator can help parents to utilize NYCDOE phone translation services to understand any correspondence. In-house translation is provided at meetings.

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

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

We will send out a parent survey mid-year and end of year to determine parents needs.