2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 75K396
School Name: P.S. K396
Principal: Keisha McCoy-Dailey
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Ramon E. Betances School

School Number (DBN): 75K396

BEDS Code: 307500013396

Grades Served: K - 8

School Address: 110 Chester Street, Brooklyn, NY 11212

Phone Number: 718-385-6200

Fax: 718-345-3021

School Contact Person: Dr. Keisha McCoy-Dailey

Email Address: kmccoydailey@schools.nyc.gov

Principal: Dr. Keisha McCoy-Dailey

UFT Chapter Leader: Kim Schular

Parents’ Association President: Melissa S. Ayala

SLT Chairperson: Dr. Robert Williams

Title I Parent Representative (or Parent Advisory Council Chairperson): NA

Student Representative(s): Yanitza Rodriguez

CBO Representative: NA

District Information

Geographical District: 75

Superintendent: KetlerLouissaint

Superintendent’s Office Address: 400 First Avenue, New York, NY 10010

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

Phone Number: 212-802-1501

Fax: 212-802-1678

Field Support Center (FSC)

FSC: Brooklyn

Executive Director: Ms. Marie Callaghan

2018-19 CEP
## Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. KeishaMcCoy-Dailey</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Kim Schuler</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>ShanishaCottoman</td>
<td>*PA/PTA President or Designated Co-President</td>
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</tr>
<tr>
<td>Jeffrey Bush</td>
<td>DC 37 Representative (staff), if applicable</td>
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</tr>
<tr>
<td>NA</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>MikaenaBazile</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td></td>
<td>CBO Representative, if applicable</td>
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<tr>
<td>SaideCharles</td>
<td>Member/ Parent/PA VP</td>
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<tr>
<td>Cheryl Best</td>
<td>Member/ Parent/PA Secretary</td>
<td></td>
</tr>
<tr>
<td>KarynJohnson</td>
<td>Member/Parent/PA Treasurer</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>Danessa Duverce</td>
<td>Member/Parent</td>
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<td></td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Michael Wasserman</td>
<td>Member/Teacher</td>
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<tr>
<td>Dr. Robert Williams</td>
<td>Member/Teacher</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td>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.</td>
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<tr>
<td>Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<td>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.</td>
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<td>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.</td>
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<td>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.</td>
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<tr>
<td>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.</td>
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</table>

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

School Quality Guide

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

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

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).

- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>“SOARing To Greater Heights”</td>
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<tr>
<td><strong>Mission</strong></td>
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</table>
The Mission of P396K is to ensure that all students are Safe, while providing transitional Opportunities, promoting Accelerated Learning, and Reaching the community to promote student independence.

Vision

The Vision of P396K is to cultivate a school environment which embodies Professionalism, a Positive attitude, Productivity and Proactiveness in order to foster student engagement, coherent instruction, and accelerate learning.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

P396K is part of District 75 and provides IEP-driven special education services to a multicultural, multi-linguistic, school community. We are committed to inspiring, guiding, and supporting our students and their families, through standards-based instructional programs, supported by a full array of related and support services. Staff members work collaboratively in a professional, positive, proactive and productive environment to ensure that our students gain independence throughout the 12 month school year and beyond.

We currently have 3 sites (P.S 396, P.S 181, P.S 289) that are housed in district 23 and 17. In the school year of 2018-2019 we will be opening 2 additional sites (P.S 323, P.S 532). Our students range between the ages of 4.9 to 13.9 years old. As a school community we set high expectations for learning in order to ensure that all students are receiving rigorous instruction. As a result, we have implemented a SOARing Curriculum Team (SCT) that is geared towards purposeful planning, inquiry and curricula adjustments. The SOARing Curriculum Team has created a thematic skills based curriculum to promote student achievement by incorporating standards and learning targets that support rigorous instruction. They have also aligned each unit of learning to Danielson component 3C- Engaging students in learning through the design of authentic activities, differentiated assignments, groupings, instructional materials and structure through the use of the workshop model. There are additional resources that support our school curriculum such as, Attainment (ELA & Math), Go Math, SMiLE (Literacy), Fundations (Reading), Hand Writing Without Tears (Writing), First Author (Writing), GRTL (Wellness), Cookshop, PBIS (Self-Regulation), Rethink (Data), Arts (Music, Dance, Theater, Visual Arts), a Vocational Skills Framework and ABA-VB.

All students work towards IEP goal mastery within the context of the Next Generation Learning Standards (NGLS) and the Essential Elements. The SOARing Curriculum Team develops monthly instructional guides in the areas of English language arts, Math, Science, Social studies and Pre-vocational skills. These guides link content to the DLM Essential Elements, ADVANCE and our student driven Mini Museums that will show case student learning and exemplary student work. The Mini Museums will also enable students to experience curricular content from a sensory approach that include opportunities for tactile, kinesthetic, auditory and visual experiences. Students are assessed using SANDI, FAST, and NYSAA. The Data Specialist and our Professional Learning Communities will review Rethink data linked to student IEP goals along with student engagement/independence portfolios. Based on the findings, adjustments will apply to the curriculum, unit plans and lesson plans. On-going progress monitoring will also be used to inform student progress.

According to Framework for Great Schools, Collaborative Teachers and a Supportive Environment is essential to student achievement. We provide regular opportunities for staff to collaborate and engage in shared inquiry work on Tuesdays and Thursdays. During this time lead facilitators and instructional lead teachers drive professional development, analyzing student work and reflection on data. Staff also provides professional development to their colleagues by offering "lunch and learn" sessions on topics of interest. Parent engagement is also key to student
success, therefore, we also strive to build positive and supportive relationships with parents through parent workshops, Family Fun Day, and Title 3 programs throughout the school year.

As a school community, our instructional focus is SOARing to Independence by engaging students in learning through coherent instruction. We ensure that teachers plan engaging activities and assessments with coherence so that students are able to build on knowledge and make connections between lessons. Coherence is also key to our school because it requires teachers to have a clear understanding of content, curriculum and school expectations for student learning. It is through our instructional focus that we will be able to determine growth towards independence for each individualized learner. Therefore, our focus will become a common language that lives through all school programs, initiatives, classrooms, events and meetings. We are designing a blue print that will unite the voices of all stakeholders in defining what Soaring to Independence looks like, sounds like and feels like across all classrooms and across all families. We are dedicated towards student achievement and will exceed the expectation of our instructional focus through rigorous instruction, new teacher meetings, Professional Learning Communities, thematic skills based curriculum, pre-vocational skills, extended cabinet, School Leadership Team(SLT)and our various supportive school teams.

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

P.S. 396K is a K-8 School with 311 students from Kindergarten - Grade 8. The school population is comprised of 100% students with special needs including autism, multiple disabilities, cerebral palsy, intellectually disabled and down syndrome. The student body also includes 17% English Language Learners. Students specific needs include assistance with communication, behavior support and academic support. All students have an individualized education plan which serves as a living document to monitor the needs of all students. We utilize alternate assessment tools such as ABLLS, SANDI, NYSA, and FAST that support progress monitoring for our students and their specific needs. Educators incorporate a full range of strategies, techniques and specialized programs such as structured teaching, Applied Behavior Analysis (ABA), Picture Exchange Communication System (PECS), Get Ready To Learn(GRTL), and Positive Behavior Intervention System(PBIS). Technology is also used to support our students through classroom technology and augmentative communication devices. We have specialized curricular programs that support classroom instruction such as Attainment and additional resources such as UNIQUE, SMiLE, and Fundations. Rethink is a data tool that will help to track student IEP goals along with the Next Generation Learning Standards. Rethink will also assist teachers and instructional leaders make decisions about curricular and student specific needs.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Our 2016-17 School Survey indicated a high level effective school leadership and trust. According to the survey parents feel that the educators at our school display an understanding for families problems and concerns (95%). Teachers expressed that school leadership was able to communicate a clear vision for the school (83%) and that there was an evident coordination of curriculum, instruction, and learning materials across grade levels (90%). Teachers and parents also expressed satisfaction in the area of Rigorous Instruction. According to the survey parents expressed that the school works to achieve the goals on their children's individualized education plans. As it relates to rigorous instruction teachers also expressed that there are opportunities to work collaboratively (82%) with colleagues to design instructional programming (83%).
A significant achievement for the 2017-2018 school year is that more than 90% of the teachers working at the school were rated as effective or highly effective. This school year our focus will be on the Danielson Framework for Teaching- component 3c- Engaging Students in Learning. We will focus on continuously building on teachers ability to provide engaging, rigorous instruction that will lead our students to a higher level of independence.
### School Demographics and Accountability Snapshot for 75K396

**School Configuration (2018-19)**
- Grade Configuration: 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, SE
- Total Enrollment (2017-18): 341
- SIG Recipient (Y/N): No

**English Language Learner Programs (2018-19)**
- Transitional Bilingual: YES
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

**Special Education Programs/Number of Students (2018-19)**
- # Special Classes (ELA): N/A
- # SETSS (ELA): N/A
- # Integrated Collaborative Teaching (ELA): N/A
- # Special Classes (Math): N/A
- # SETSS (Math): N/A
- # Integrated Collaborative Teaching (Math): N/A

**Types and Number of Special Classes (2018-19)**
- # Visual Arts
- # Music
- # Drama
- # Dance
- # Foreign Language
- # CTE

**Demographic**
- % Title I Population: 91.0%
- % Attendance Rate: 85.2%
- % Free Lunch: 90.3%
- % Reduced Lunch: 0.6%
- % Limited English Proficient: 24.6%
- % Students with Disabilities: 99.4%

**Racial/Ethnic Origin (2017-18)**
- % American Indian or Alaska Native: 22.2%
- % Black or African American: 45.7%
- % Hispanic or Latino: 18.2%
- % Asian or Native Hawaiian/Pacific Islander: 5.6%
- % White: 10.3%
- % Multi-Racial: 20.2%

**Personnel (2015-16)**
- Years Principal Assigned to School (2018-19) # of Assistant Principals (2016-17): 4
- % of Teachers with No Valid Teaching Certificate: 0%
- % Teaching Out of Certification: 0%
- % of Students with Disabilities: 45.7%
- % Multi-Racial: 20.2%

**Student Performance for Elementary and Middle Schools (2017-18)**
- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- Science Performance at levels 3 & 4 (4th Grade) (2016-17): N/A
- Science Performance at levels 3 & 4 (8th Grade) (2016-17): N/A

**Student Performance for High Schools (2016-17)**
- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- US History Performance at Levels 3 & 4: N/A
- 4 Year Graduation Rate: N/A
- 6 Year Graduation Rate (2011 Cohort): N/A
- % ELA/Math Aspirational Performance Measures (2015-16): N/A

**Overall NYSED Accountability Status (2018-19)**
- Reward: No
- Recognition: N/A
- In Good Standing: Yes
- Local Assistance Plan: No
- Focus District: Yes
- Focus School identified by a Focus District: No
- Priority School: No
- Focus Subgroups: N/A

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

#### Elementary/Middle School

**Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
- American Indian or Alaska Native: N/A
- Hispanic or Latino: N/A
- White: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: N/A

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
- American Indian or Alaska Native: N/A
- Hispanic or Latino: N/A
- White: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: N/A

**Met Adequate Yearly Progress (AYP) in Science (2016-17)**
- American Indian or Alaska Native: N/A
- Hispanic or Latino: N/A
- White: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: N/A

**High School**

**Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
- American Indian or Alaska Native: N/A
- Hispanic or Latino: N/A
- White: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: N/A

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
- American Indian or Alaska Native: N/A
- Hispanic or Latino: N/A
- White: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: N/A

**Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
- American Indian or Alaska Native: N/A
- Hispanic or Latino: N/A
- White: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Number</th>
<th>What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</th>
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<tbody>
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<td>1.</td>
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Strengths:

According to our 2015-2016 Quality Review Report Indicator 1.1 which focuses on ensuring engaging, rigorous and coherent curricula in all subjects our school was rated a well developed. The findings indicated that curricula decisions that were made by school leaders and staff have resulted in alignment to the Common Core Learning Standards and integration of all instructional shifts for all learners. Through refining of curriculum maps and units of study teachers are able to provide accessibility to instruction through multiple entry points. Educators provide rigorous instruction by making purposeful decisions about curricula that are based on student performance and periodic assessments. Results from the 2016-2017 NYSA indicated that there was an increase in assessed DLM Essential Elements with students performing at a level 3 and 4 in Math and ELA.

Needs:

Our needs include aligning assessment to curricula in order to make purposeful instructional decisions and designing engaging activities based on desired results. Designing coherence in assessment will allow teachers to use common assessments and make instructional decisions that will impact the rigor of instruction. The Essential Elements and the Next Generation Learning Standards will be aligned to curricula and Professional Learning Communities will monitor and refine instructional goals. Instructional leaders will support rigorous instruction by supporting and outlining professional development for teachers monthly. Teachers will analyze student work, the Attainment Data Keeper and Rethink to make instructional decisions that are embedded in rigor.

Data Sources and Trends:

- Advance Observation Data (1E)
- Unit Plans and lesson plans lacked student engagement components
- 2016-2017 school quality Snapshot indicated that we received a 3-4 in response to the question, "How well does the school assess what students are learning"
## Part 2 – Annual Goal

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

By June 2019, all students will demonstrate a 5% increase in reading, writing, math and communication as measured by Danielson component 3C (engagement activities) and 1E (designing coherent instruction). Progress will be monitored quarterly using advance data, Rethink, NYSAA DLM, FAST, Web-ABBLs and SANDI data results.
## Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td><strong>Provide professional development to all teachers regarding IEP goal integration into all content areas.</strong></td>
<td>All Teachers</td>
<td>Yearlong September 2018 - June 2019</td>
</tr>
<tr>
<td><strong>Provide professional development to all teachers regarding use of skill/task analysis and &quot;SMART Plan&quot; development to support greater progress toward goal mastery.</strong></td>
<td>All Teachers</td>
<td>Yearlong September 2018 - June 2019</td>
</tr>
<tr>
<td><strong>Develop a project cohort to design, present and support student success on thematic projects.</strong></td>
<td>Teacher Team</td>
<td>Yearlong September 2018 - June 2019</td>
</tr>
<tr>
<td><strong>Refine inquiry protocol to reflect expectations for looking at students work in order to guide discussions on modifications to curricula and student progress towards IEP goals, NYSAA and SANDI/FAST.</strong></td>
<td>Teacher Team</td>
<td>Yearlong September 2018 - June 2019</td>
</tr>
<tr>
<td><strong>Develop culminating thematic project events to showcase the acquisition and application of CCLS and DLM essential elements, and provide additional opportunities for students to discuss what they learned.</strong></td>
<td>All teachers</td>
<td>Yearlong September 2018 - June 2019</td>
</tr>
<tr>
<td><strong>Provide professional development to all teachers regarding the Next Generation Learning Standards and the Essential Elements.</strong></td>
<td>All Teachers</td>
<td>Yearlong September 2018 - June 2019</td>
</tr>
<tr>
<td><strong>Instructional leaders will support teachers with cycles of observations, learning walks, lesson plan reviews and one -one meetings to strengthen teacher pedagogy.</strong></td>
<td>All Teachers</td>
<td>Yearlong September 2018 - June 2019</td>
</tr>
</tbody>
</table>
## 3b – Parent and Family Engagement

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

396K will allocate 2 periods per week that are designated towards parent outreach. This time will be utilized to assess the needs of families while building a supportive relationship. Teachers will provide professional development to parents regarding The Next Generation Standards (NGLS) as it relates to instruction, assessment, student work and student IEP goals. Parents will also be involved in celebration of student achievement through SOARing Mini Museum’s. This will provide parents with the opportunity to learn about the rigorous instruction that their child receives daily and observe gains towards the NGLS and the essential elements. During the SOARing mini museums student will have an opportunity to engage their parents in discourse surrounding the context of their work. Teachers will also inform parents on how they can carry over specific skills at home to support learning at school. Parent coordinators will also hold parent meetings every Wednesday that will serve as additional support for family needs. District support will also be implemented.

## Part 4 – Budget and Resource Alignment

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

A schedule has been carefully designed to implement family outreach during school hours. Based on parental needs, the outreach schedule will be revisited to determine if any additional time is required to provide support. If needed, a small portion of the budget will be allocated towards any initiatives.

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

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<th>Tax Levy</th>
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<th>Title III, Part A</th>
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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.

By February 2019, students will demonstrate a 2.5% increase in Reading, Writing, Math and Communication skills aligned to standards based curriculum measured by SANDI/FAST data assessment, rethink, ABLLS and pre and post unit assessments. The SOARing Instructional team will meet to review this benchmark.
Update on 2/8/19:

Students have met the 2.5% increase in reading, writing, math and communication skills. The SLT Team, Coaches, Teachers and school administration have met to monitor progress using rethink data, Student Learning Objective Data (SLO), SANDI/FAST and pre and post assessments. Based on progress monitoring results, a 5% increase was met in September, an 11% increase in October, a 16% increase in November and an 18% increase in December. We have set a new annual goal of 20% increase by June 2019.

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• FAST Assessment</td>
</tr>
<tr>
<td>• Student Tasks rubric</td>
</tr>
<tr>
<td>• Rethink</td>
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<td>• SANDI</td>
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<tr>
<td>• NYSAA</td>
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<tr>
<td>• NYSESLAT</td>
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<tr>
<td>• ABLLS</td>
</tr>
<tr>
<td>• Pre and Post Assessments</td>
</tr>
</tbody>
</table>

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### Section 5B – Framework for Great Schools Element – Supportive Environment

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

#### Part 1 – Needs Assessment

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

<table>
<thead>
<tr>
<th>1. What are the school’s strengths relative to this Framework element?</th>
<th>Indicate the data trends, source and year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The most recent Quality Review (2015-16) found the school to be Well Developed in area 3.4 which addresses school culture. In addition the 2016-17 School Quality Snapshot highlights that the parents and teachers feel that the school is providing a supportive environment for our students. According to the 2016-17 School Quality Snapshot 95% of the teachers expressed that the school environment is a safe one for the students. Our results on the 2016-17 School Quality Guide also supports that the school environment is supportive. The school received a score of 4.32 on the Framework element and a score of 4.12 on the survey element for Supportive Environment. The school has also been collaborating more with community schools in order to provide our students with meaningful experiences with the general education population. We have various events and activities with our collocated community schools, P.S. 289, P.S. 181 and P.S. 327. This was highlighted by our collaboration with P.S. 181 being selected as a Collaborative School Community and being a part of the &quot;Just Say Hi&quot; initiative. We have also had an increase in the number of students moving to LRE.</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</th>
</tr>
</thead>
<tbody>
<tr>
<td>According to the 2016-17 School Quality Snapshot only 77% of the teachers say that teachers feel responsible that all students learn, and only 89% of parents believe that the school offers activities and services to improve life outcomes for their children. These areas can be increased. During the 2018-19 school year focus will be on increasing teachers ability to create activities and learning opportunities that lead to high student engagement and increased student independence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</th>
</tr>
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<tbody>
<tr>
<td>During the 2018-2019 school year our parent professional development opportunities will continue on a monthly bases and focusing on various topics. Collaborative opportunities for our students with the general education population will continue in order to provide support in identifying students who can move to LRE. During the 2017-2018 school year structures were put into place in order to identify students who were becoming more independent in order to decrease services (Related services, 1:1 paraprofessionals), and identify those who can benefit from LRE, these structures will be finalized and there will be continued use in the 2018-19 school year. There will be continued professional learning communities and collaborative planning periods for teachers to work on creating high expectations for independence and activities for student engagement. Teachers will also be provided with additional time to conduct parent outreach and provide support for parents. This time can be used to assist parents with next</td>
</tr>
</tbody>
</table>
steps concerning their students education, goals, and progress being made towards independence. Students will also be provided with Pre-vocational and vocational opportunities that will aid in supporting improved life outcomes.

<table>
<thead>
<tr>
<th>Part 2 – Annual Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</td>
</tr>
</tbody>
</table>

By June 2019, there will be a 3% increase in LRE movement relative to our 2017 – 18 data. The data that is tracked to determine this outcome includes: *a decrease in related/support services; *1:1 decrease, *placement in an LRE class setting; *an increase in participation in community vocational opportunities. This data is captured in STARS and school IEP data-base.
**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand access to the pre-vocational and vocational curriculum to all teachers.</td>
<td>All students</td>
<td>Yearlong September 2018 - June 2019</td>
<td>Classroom teachers, vocational teacher, pre-vocational teachers</td>
</tr>
<tr>
<td>Provide on-going PD for RSPs and support paraprofessionals with strategies for increasing independence, data collection and analysis.</td>
<td>Related Service Providers and 1:1 paraprofessionals</td>
<td>Yearlong September 2018 - June 2109</td>
<td>RSPs, 1:1 Paraprofessionals, RS Supervisors, IEP Coordinator, AP's</td>
</tr>
<tr>
<td>Provide ongoing PLC opportunities about creating engaging instruction and the inclusion of activities that will learn to increased student independence.</td>
<td>All Teachers</td>
<td>September 2018 - June 2019</td>
<td>Classroom Teacher, Coverage Teachers, AP's</td>
</tr>
<tr>
<td>Conduct parent workshops and trainings regarding RS strategies to use at home and highlight positive aspect of LRE movement</td>
<td>parents</td>
<td>September 2018 - June 2019</td>
<td>Classroom teachers, Parent Coordinator, Events Facilitator, Select RSPs</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

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

Through parent workshops, inter visitations voc programs, parent teacher conferences, parent outreach conversations, and IEP conferences LRE concepts will be shared, explained and highlighted as signs of progress. Strategies from RS disciplines and vocational/ADL will be shared so parents/families can continue work outside the school day to enhance student progress.

**Part 4 – Budget and Resource Alignment**

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

Data systems regarding PBIS, GRTL and BIP performance will allow monitoring of progress. IEP Coordinator will track IEP revisions that indicate movement to LRE. Scheduling will allow time for Professional Development with targeted
staff. Assignment of key teachers for vocational program whom liaison with District Vocational Director and Coach for ongoing support. Small budget for hosting parent workshops.

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

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</table>

**Part 5 – Progress Monitoring**

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

By February 2018, there will be a 1.5% increase in LRE movement. The SOARing to independence team will count the number of students who have had evaluations that have recommended placement in a LRE, students with mandate modifications for LRE related services, and students participating in the vocational program using progress monitoring data.

Update 2/8/19:

From September 2018- November 2018 there has been a 10% increase in LRE movement based on our Soaring to Independence data. This data constitutes students who are receiving less supports from 1:1 paraprofessionals and LRE class settings. We have set a new benchmark of 20% increase by June 2019.

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

Rethink: IEP Data Tracker

STARS

SESIS

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

Strengths:

During the 2017-2018 school year, teachers participated weekly in teacher teams using the tuning protocol. The tuning protocol was used as a guide to meet students cognitive level and make adjustments to teaching and learning. Teachers reflected on student work, IEP goals and assessment results from SANDI/FAST. Teacher teams have also worked together to refer students to a Least Restrictive Environment (LRE) and those students are succeeding in their placements. Teachers participate in inter-visitation based on teachers stated area of need to strengthen their pedagogical needs. Teachers responded positively to this form of professional development because they received the opportunity to observe specific teaching strategies and classroom structure. On the 2015 - 16 Quality Review, 4.2 was rated Well Developed and scored 4.99. Based on the 2017 School Survey section for Collaborative Teachers, Teachers responded 4/4 to the question "How well do the teachers work with each other?" and 83% of teachers say that teachers at 396K work together to design instructional programs compared to the city wide average of 84%, which is +.1 compared to the citywide average. Paraprofessionals also engage in collaboration through the Rethink Program. Paraprofessionals were engaged in professional development throughout 2016 – 17, using Rethink to hone in on skills that will support instruction such as reinforcement and prompting.

Needs:

- Structured Professional Learning Communities two times per week to include inquiry and professional development that will be supported by instructional leaders.
- Blueprint to support collaboration on Instructional focus, "SOARing to Independence" through student engagement (3C). Blueprint will serve as common language for all stakeholders and define responsibilities for students, teachers, families and administrators.
- Student engagement/ independence portfolios with exemplary work aligned to IEP goals that teachers will use to inform and document student progress.

Data Sources and Trends:

- Tuning protocol minutes
• 2016-2017 School Quality Snapshot: 82% of teachers say that they have opportunities to work productively with colleagues in their school.
• 2015-2016 Quality Review-Quality indicator 4.2: Teacher Teams and Leadership Development-Well Developed Rating
• Rethink Data

Part 2 – Annual Goal

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

By June 2019, there will be an 85% increase in effective in 1E-Designing Coherent Instruction using the school’s skills based curriculum and align engaging learning experiences to IEP goals as measured by Rethink data collection and student engagement/independence portfolio's. Progress will be monitored monthly by administrators, the curriculum team and coaches.
### Part 3a – Action Plan

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

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

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<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>All teachers</td>
<td>October 2018-April 2019</td>
<td>AP's Instructional Lead Teachers</td>
</tr>
<tr>
<td>Classroom teams</td>
<td>Yearlong September 2018-June 2019</td>
<td>Principal, coverage staff, class teachers, instructional lead teachers, AP's</td>
</tr>
<tr>
<td>Classroom teams</td>
<td>Yearlong September 2018-June 2019</td>
<td>Classroom Teachers, Coverage Teachers, Instructional Lead Teachers, AP's, Coaches</td>
</tr>
<tr>
<td>All teachers</td>
<td>Yearlong September 2018-June 2019</td>
<td>PBIS facilitator, Principal</td>
</tr>
</tbody>
</table>

#### Identify model D75 programs for teachers to visit to support pedagogical practices through inter visitation

#### Teachers will use rethink data to monitor progress towards IEP goals. Teachers will also use data to make adjustments for the curriculum map, unit plans and lesson plans.

#### Active Inquiry will take place between 396K teachers through intervisitations. Teachers will complete a reflection form to document strategies observed and how they will implement those strategies in their classrooms.

#### As part of school wide PBIS cohorts, the school community will work together to support instructional practice, supervision & Safety and school culture.

### 3b – Parent and Family Engagement

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

Teachers will host 3 parent workshops where they will share Rethink data with parents to develop parent understanding on how instructional decisions are made as an instructional team. During the workshop, teachers will also share instructional strategies that were put in place based on the data.

### Part 4 – Budget and Resource Alignment

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

- Careful scheduling for Professional Learning Communities and Workshops
- Budget to support coverage for teachers when they are out of the classroom
• Coach position to support implementation of strategies

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

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**Part 5 – Progress Monitoring**

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

By February 2018, 65% of teachers will design coherent instruction as measured by PLC inquiry work, Rethink data findings, SANDI/FAST, inter visitations, curricular decisions and learning walk soft data and student engagement portfolios. Administration will meet to analyze soft data from learning walks.

Update 2/8/19

After review of progress monitoring for teachers designing coherent instruction and engaging students in learning there has been an increase in documenting progress using rethink data at 99% but we will examine student work using student engagement portfolios to determine further progress for engaging students in learning.

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

• Log of intervisitations
• Intervisitation data
• Inquiry data
• Rethink Data/IEP goal progress
• Student engagement/independence student portfolios
• Learning Walk Soft Data

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

Strengths:

According to the 2016-2017 School Quality Snapshot 90% of the teachers expressed that the vision for the school was clearly communicated to them, while 83% of teacher indicated that there evident coordination of curriculum, instruction, and learning materials across different grade level. The parents (91%) indicated that the school leadership creates a sense of community within the school. On the 2017-18 School Quality Guide there was an increase in the area of effective school leadership from 3.10 (2016-2017) to 3.63 (2017-2018). The school continues to provide opportunities for teacher leadership. There have been various roles and responsibilities for teachers to take on more responsibilities and become leaders for their peers. These roles include opportunities to lead others in professional development opportunities concerning best practices, differentiation, applied behavior analysis, data driven lesson planning, and effective collaboration with related service providers.

Need:

There are 6% of teachers that scored in the Developing range in the 2017-2018 school year. These teachers will need continued support in student engagement and instruction. There is also a need for continued paraprofessional skill development. These initiatives will strengthen the classroom team and support student learning.

Data Sources and Trends:

2016-2017 Quality Snapshot

2017-2018 School Quality Guide

2017-2018 Teacher Advance Ratings

Part 2 – Annual Goal

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

By June 2018, the administrative team which includes the Principal and Assistant Principal’s will increase teacher leaders by 5% through implementation of a curriculum team, a teaching fellows academy, mentor teachers, PLC facilitators and lead teachers (coaches, deans, coordinators, tech). The administration team will meet quarterly to compare # of teacher
leaders to 2017/2018 and will measure teacher leader effectiveness and need areas using teacher surveys, individual growth surveys and our PLC calendar/agendas for 2018/2019.
### Part 3a – Action Plan

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

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

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<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>teachers/paraprofessionals/other staff</td>
<td>By October 2018</td>
<td>Principal, APs, Dean, Paraprofessional, Coaches, Instructional Lead Teacher</td>
</tr>
<tr>
<td>team members</td>
<td>October 2018 - May 2019</td>
<td>Principal, APs, Dean, Coaches</td>
</tr>
<tr>
<td>all staff</td>
<td>November 2018 - May 2019</td>
<td>Teachers</td>
</tr>
<tr>
<td>paraprofessionals</td>
<td>November 2018 - May 2019</td>
<td>School based coaches, AP, Principal</td>
</tr>
</tbody>
</table>

**Establish needed teams:**
- SOARing Interview Committee
- SOARing Curriculum/Rubrics Committee
- SOARing Events Committee
- SOARing PBIS committee
- SOARing to Independence Team

**Schedule meetings at regular intervals.**

**Bring recommendations to full staff for review and vote.**

**Provide on-going professional development to paraprofessionals focusing on the above areas, as well as specific skills and pedagogic practices.**

### 3b – Parent and Family Engagement

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

Each teacher team will report to PA and SLT throughout the year. Teachers will also be provided with 2 parent outreach periods per week in order to promote parent leadership and engagement.

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Create schedules which allow for intervisitation and parent outreach opportunities. Assign special leadership projects to specific administrative interns and teacher leaders with adequate time to complete each project and to consult with Principal and colleagues. Establish PLC Facilitator roles.

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

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

**Part 5 – Progress Monitoring**

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

By February 2018, Teacher leaders will increase by 2.5%. Monthly support logs will be used to monitor progress and teacher leader effectiveness. Administration will meet to monitor progress and teacher leader increase.

Update 2/8/19

From September 2018- January 2018 there has been a 12% increase in classroom teacher leaders which include Unit Coordinators, Coaches, mentors, out of classroom support, Teacher facilitators, grant data, event and arts coordinators, floor captains. PBIS facilitators, Store managers, PBIS cart captains, Paraprofessional Development group leaders and work shop facilitators. There has also been a 5% increase in paraprofessional leaders. This is a total of 10% increase. We have set a new benchmark of 15% by June 2019.

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

Agendas

Sign-ins.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

Strengths:

According to the 2015-2016 quality review findings, 396K was rated a well developed for quality review indicator 3.4, High Expectations. The findings revealed that, "School leaders and staff implement effective strategies, through ongoing workshops, events and performance updates, communicating high expectations and focused feedback to students and families connected to college and career readiness. School leadership team along with the parent coordinator have implemented Wednesday meeting for parents to provide support with what their children are learning at school as well as community resources to support family needs. This has lead to a climate of collaboration geared towards improved student outcomes.

P396K has also solidified many partnerships with businesses throughout the community. The Cook Shop which is under the food bank of NYC implement programs for students and families. The Just Say Hi initiative promotes community school diversity. P.S 181@396K is a collaborative school community that works closely to support interactions between the general education and special education population. Additional community initiatives include 'Walk and roll a Thon', Light it up Blue for Autism Awareness and Family Fun Saturdays. 396K's involvement with the community has benefited students and families through, fundraising, donations and health and wellness.

Needs:

The 2016-2017 school quality snapshot indicated a high level of trust between teachers and parents and a slightly lower than city average score of -5 points. 88 % of parents said that the school staff regularly communicated with them about how parents can help their children learn. The school leadership team focused on providing professional development to parents to support family needs and participation in school activities. During this time the parent coordinator worked with parents by listening to their concerns and providing resources. As a result according to the 2016-2017 school quality snapshot, 95% of parents say that teachers understand families problems and concerns. 396K will continue to strengthen parent engagement through open class dates where there will be an opportunity for parents to participate in instruction with their child.

Data Sources and Trends:

2015-2016 Quality review indicator 3.4

2016-2017 School Quality Snapshot
## Part 2 – Annual Goal

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

By June 30, 2019, at least 5% of parents will have attended at least one of 6 specific open class dates in their child’s classroom during the school day to explore community resources. This will also include gallery walks. Communication logs and attendance sheets will be used to measure parent participation. Progress will be monitored bi-monthly by administrators, the parent coordinator and school support staff.
Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a calendar of thematic project events, and identify which events will be</td>
<td>Parents</td>
<td>September 2018- June 2019</td>
<td>AP's and Event Coordinator, PBIS media committee</td>
</tr>
<tr>
<td>opened to parents. Draft and disseminate flyers announcing the events, and</td>
<td></td>
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<tr>
<td>evaluation forms for parents to complete. Incorporate technology to communicate</td>
<td></td>
<td></td>
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<tr>
<td>with parents (Classdojo, remind, bright wheel, school messenger)</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop and disseminate a parent flyer announcing the themes and inviting them</td>
<td>Parents</td>
<td>September 2018- June 2019</td>
<td>AP's PBIS Committee medi committee</td>
</tr>
<tr>
<td>to volunteer during a specific month, to assist with that project.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td>October 2018- May 2019</td>
<td>AP's Class Teachers</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Host parent volunteers in specific classrooms</td>
<td>Parents</td>
<td>October 2018- May 2019</td>
<td>AP's</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td></td>
<td>Class Teachers</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Host culminating events.</td>
<td>Parents</td>
<td>November 2018 - May 2019</td>
<td>Class Teachers AP's</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

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

- Cookshop
- Vocational- Food Pantry
- Gallery Walks

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

Funds to support project work and for flyers and refreshments for parents.

Funds for photo supplies for parent "keepsakes".

Funding for positions of Event Coordinator and PBIS Coordinator.

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

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

Part 5 – Progress Monitoring

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

By February 2018, there will be a 2.5% increase in parent participation. Attendance will be tracked for each event to which parents have been invited including parent workshops, gallery walks, and open class dates. Administration will review feedback from each event and compare school survey reports to 2018.

Update 2/8/19

There has been an average of 15% attendance over our first 2 sessions of parent engagement. This includes Open School Curriculum day and open school night. We have set a new benchmark of 20% attendance by June 2019.

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

- 2018 School Survey
- Event attendance sheets (gallery walks, parent workshops)
- Open class date attendance sheets

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED's memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>All students</td>
<td>UNIQUE program supports students on 3 levels with adapted instructional materials.</td>
<td>UNIQUE, Pathways to literacy, and Early Literacy Skills Builder are flexible and can be used individually and as small group.</td>
<td>Throughout the school day.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SMiLE supports literacy acquisition for special populations.</td>
<td>SMiLE is done individually.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fundation is an Orton-Gillingham-type program designed for early childhood reading acquisition. Handwriting without Tears support students in acquiring basics of penmanship.</td>
<td>Fundation is done in class groups and can be repeated individually.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pathways to Literacy Attainment focuses on literacy readiness concepts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Early Literacy Skills Builder Attainment focuses on basic phonemic awareness, comprehension, writing and fluency.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Audience</td>
<td>Program Description</td>
<td>Program Accessibility</td>
<td>Delivery Model</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>-------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Mathematics</td>
<td>All students</td>
<td>UNIQUE embeds math in all units. Early NumeracyCurriculum Attainment focuses on early math concepts and laying a foundation for advanced math concepts. Show Me Math Attainment is a software and app support for math concepts.</td>
<td>Flexible programs can be done individually or in small groups.</td>
<td>Throughout the school day.</td>
</tr>
<tr>
<td>Science</td>
<td>All students</td>
<td>NYSNext Generation Science Standards New York City Science Score and Sequence</td>
<td>Flexible programs can be done individually or in small groups.</td>
<td>Throughout the school day.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>All students</td>
<td>NY8 Social StudiesFramework NYCSocial Studies Scope and Sequence</td>
<td>Flexible programs can be done individually or in small groups.</td>
<td>Throughout the school day.</td>
</tr>
<tr>
<td>At-risk services</td>
<td>Identified by IEP</td>
<td>counselor developed goals addressed in sessions</td>
<td>Individual or small group</td>
<td>during the school day or during extended day program for MS students (MSAS).</td>
</tr>
<tr>
<td></td>
<td>mandate</td>
<td></td>
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</tr>
</tbody>
</table>
### Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

### Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

#### Part A: FOR TITLE I SCHOOLS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>9</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
STH Funding will be used for necessities such as backpacks, clothing, toiletries etc.

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

NA
Section 8: Title I Program Information

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)
Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Instructional leaders will provide professional development to strengthen teacher pedagogy.

2b. High Quality and Ongoing Professional Development
Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Students will be engaged in thematic activities throughout the school year.

Part 3: TA Schools Only

3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.
Additional resources will be purchased to support areas of improvement in reading, writing and math.

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).
Student program will be reviewed for least restrictive environment through progress monitoring.
**Part 4: SWP Schools Only**

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

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

The school will use an aligned curriculum that hones in on skills needed for preschool students to transition to elementary school.

### 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.

Teachers will participate in monthly meetings to create assessments and monitor student progress in identified need areas according to the NGLS.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>p</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>p</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>p</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>p</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>p</td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) **Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.
Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 396, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 396 will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>• providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;</td>
</tr>
<tr>
<td>• providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;</td>
</tr>
<tr>
<td>• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>• providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>• sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
<tr>
<td>• providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;</td>
</tr>
<tr>
<td>• Providing additional time for classroom teachers to complete parent outreach assignments.</td>
</tr>
</tbody>
</table>
Parental Involvement and School Quality

The school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy. 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 programs. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;
● schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

● translate all critical school documents and provide interpretation during meetings and events as needed;

● conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

**Encouraging School-Level Parental Involvement**

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

● holding an annual Title I Parent Curriculum Conference;

● hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

● encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

● supporting or hosting Family Day events;

● establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

● encouraging more parents to become trained school volunteers;

● providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

● developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

● providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

**School-Parent Compact (SPC)**

PS 396, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.
## I. School Responsibilities: High Quality Curriculum

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

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

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

Support home-school relationships and improve communication by:

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

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
check and assist my child in completing homework tasks, when necessary;

read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

set limits to the amount of time my child watches television or plays video games;

promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

courage my child to follow school rules and regulations and discuss this Compact with my child;

volunteer in my child’s school or assist from my home as time permits;

participate, as appropriate, in the decisions relating to my child’s education;

communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

respond to surveys, feedback forms and notices when requested;

become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

Student Responsibilities:

attend school regularly and arrive on time;

complete my homework and submit all assignments on time;

follow the school rules and be responsible for my actions;

show respect for myself, other people and property;

try to resolve disagreements or conflicts peacefully;

always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
</table>

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

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):
- [ ] Before school
- [x] After school
- [ ] Saturday academy

Total # of ELLs to be served: _____

Grades to be served by this program (check all that apply):
- [x] K
- [x] 1
- [x] 2
- [x] 3
- [ ] 4
- [x] 5
- [x] 6
- [x] 7
- [x] 8
- [x] 9
- [x] 10
- [x] 11
- [ ] 12

Total # of teachers in this program: _____

# of certified ESL/Bilingual teachers: _____

# of content area teachers: _____

2018-19 CEP
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: _____
P396K is a District 75 school that provides a comprehensive range of Special Education services to approximately 358 students, including 89 English Language Learners (ELLs) in grades K-8, 9 in the Yiddish Bilingual classes and 80 in freestanding English as a New Language (ENL). Our students’ ages range from 4 years, 9 months to 14 years. Our class ratios (12:1:4, 12:1:1, 6:1:1, 8:1:1, and 8:1) are held at the Main Site as well as our two off sites located at P.S. 181 and P.S. 289. We will open two additional sites in September of 2018 at P.S. 323 and P.S. 532 respectively. Our school's focus is that ALL of our students are "SOARing" to greater independence through rigorous, authentic student engagement in learning. Eighty-five of our ELLs participate in Alternate Assessment and four ELLs participate in Standardized Assessment. During the 2018-2019 school year, all eligible ELLs will participate in the New York State English as a Second Language Achievement Test (NYSESLAT) in the spring of 2019. In addition, all of our New York State Alternate Assessment (NYSAA) age eligible ELLs will participate in the 2019 NYSAA exam.

Our 2017-2018 Title III program proved to be highly successful, so for this year we decided to invite 12 ELLs in grades K-2 who scored at the "Entering level" of language proficiency on the 2018 NYSESLAT to participate in our 2018-2019 program. The theme of our Title III Supplemental Instructional Program will be "Understanding and Mobilizing Community Helpers." Our goal for the Title III Supplemental Instructional Program is to have our ELLs utilize current best ENL practices by using strategies that will help them improve upon their knowledge in the ELA and Math content areas as well as activities of daily living (ADL) through the use of our school designed instructional program, which focuses on student work tasks, thematic units, authentic work products. There will be an additional focus on career awareness and readiness skills as well as 21st century work related skills for ELLs in grades K-2 as informed by the New York State Next Generation Learning Standards (NGLS) and New York State Career Development and Occupational Studies (CDOS). Our teachers will address the NYS NGLS, the NYS New Language Arts Progressions, and the NYS CDOS standards in their lesson/unit plans about community helpers. In addition, with regard to the development of self-care skills, our students will display what they have learned through a project learning walk at the culmination of the Title III program.

In exploring the community helpers project, our students will focus on different community helpers; learn about their roles and responsibilities, and how they can be mobilized in the real world. They will also have an opportunity to interact with the school nurses to learn more about personal hygiene and improve upon foundational ADL skills. According to Rusch & Phelps (2014), "These students do possess the potential to live and work in the community if they receive appropriate life skills instruction." Life skills are essential to daily life; we want to provide our students proper instructions on self-care skills, and personal/social skills in order for them to be able to live in this society. The role play approach allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and try different strategies in a supported environment (Ian Glover, 2014). The Title III program will supplement the regular mandated ELL instruction that the students receive during the school day. A total of (12) grade K-2 ELL students will participate in the Title III Supplemental
Part B: Direct Instruction Supplemental Program Information

Program. We plan to have two instructional groups of students in grades K-2, utilizing a 6:1:1 ratio. Classes will meet on selected Fridays for a total of 16 2-hour sessions (32 instructional hours) to be completed during the 2018-2019 school year. We plan to commence the Title III program on Friday, 1/4/19 and end on 6/7/19. Our instructional hours will be from 3:00 pm - 5:00 pm. In order to present the culminating project to parents and students during the Title III program, we plan to host our culminating ELL showcase on the last Friday of the program on 6/7/19.

An administrator will be available to supervise the Title III program during each instructional day of the program. The two instructors in our Title III program will include: two certified teachers; (1) Bilingual (Spanish) and (1) ENL teacher. Student-to-staff ratios will be maintained as two pedagogues will be providing direct instruction to two groups of students using a 6:1:1 ratio at all times during the program. We plan to hire four paraprofessionals to work in the Title III program. Due to the young chronological age of our students, we plan to hire an additional paraprofessional for each classroom in order to support transition, behavioral, and socio-emotional issues that may arise. We will make every effort to post for and hire paraprofessionals who speak the home languages of the students represented in the Title III program. In order to further develop the students’ daily living skills, the instructors will focus on self-care activities. They will work closely with students on the following: language acquisition skills, fine motor skills, tactile sensory input, visual-motor skills, and visual perception skills. All functioning human beings need to have a bilateral approach or bilateral coordination in order to perform their activities of daily living to the highest degree possible. Bilateral coordination is defined as the ability to “cross the midline.” Having a well-developed sense of bilateral coordination enables both feet and/or both hands to work together; this area will be strengthened by hands on projects about community helpers. Based on our internal school data (IEP system, the School Functioning Assessment (SFA) and other informal assessments) collected by our day teachers and related service providers, this skill is primary for all of our alternate assessment students because it must be taught discretely and then embedded into our curriculum across content areas. The language of instruction for the after school program will be English; the home language will be used when required as a best practice support for students.

The Title III program will include the use of iPads and electronic SmartBoard for instruction, as well as teacher made materials. The students' instructional day will consist of two periods of teaching. Instruction will be provided in English by a certified Bilingual teacher (Spanish), a certified ENL teacher, and supported by four paraprofessionals. Instruction will be differentiated according to the functioning levels of the students as well as our students' 2018 NYSESLAT scores. The enrichment component will focus on community helpers and self-care skills. Our ELLs will learn about the roles of community helpers, as well as the vocabulary and technical terms needed to be successful in this domain specific activity. In addition to teacher made materials, we will purchase assorted community helper materials for the culminating event at the end of the program; we will also utilize communication devices as well as other supplies and materials purchased last year. Teacher designed pre-and post-test activities, teacher made checklists, and hands on role play activities will be used to assess the students' growth at the beginning and completion of the 16 sessions.

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
**Part C: Professional Development**

- topics to be covered
- name of provider

---

Begin description here: _____

Professional development for an assistant principal, a Bilingual teacher, an ENL teacher, and four paraprofessional will take place once a month on selected Mondays (5 sessions in total) from 3:00 pm - 4:00 pm at the Main Site.

The ELL teachers will take turns presenting the PD materials to the participants. Topics for professional development (PD) will include:

(Day 1) ENL methodologies and strategies to use with ELL students in 396K; (Day 2) The ways to promote discussion and questioning techniques/accountable talking with community helpers; (Day 3) How to promote independent living skills to help ELL student soar in their communities/neighborhood; (Day 4) The importance of communicative approach as a tool to become part of the society; (Day 5) Summary: reflections, assessment, evaluation of the 2018-2019 Title III program. The aforementioned topics will be aligned with the focus on listening, speaking, reading, and writing as well as ELA and Math skills for students in K-2 NYSESLAT and NYSAA assessments.

---

**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: _____

Parents/guardians of ELL students will receive information about our proposed Title III program during our ELL Parent Title III orientation meeting in October 2018, during the school day. The Assistant Principal and our Parent Coordinator will present the Title III materials to the parents/guardians in their preferred languages. In addition, parents will receive the Title III letter, in their home language, a couple of months in advance of the program. Our ELL teachers and educational assistants will make telephone calls (in the home language of the parents) concerning the program once the Title III letters have been disseminated. Parents will be encouraged to assess their own personal home needs for communication and social interaction with their children. It is an expectation of the program that our parents will be in the classroom and work alongside their children and learn about the instructional strategies used to support them during the day.

The parent coordinator is responsible for overseeing the parental engagement component of our program, and she will survey the parents to find out their concerns and topics of interest. In order to encourage family literacy practices, we will host a raffle for parents for 1 ($30.00) gift card to Barnes and Noble at the completion of our program. Light refreshments will be served to the parents during the Title III program.
### Part E: Budget

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

| Allocation Amount: $ |  |

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional salaries</strong> (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td>Instructional Program:</td>
<td>Instructional Program: 2 teachers x 1 day per week x 2 hours per day x $60.65 per hour x 16 weeks = $3,881.60</td>
</tr>
<tr>
<td>• Per diem</td>
<td>Subtotal - $10,357.44</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional Development:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subtotal - $1,618.35</td>
<td>4 paras x 1 day per week x 2 hours per day x $34.73 per hour x 16 weeks = $4,445.44</td>
</tr>
<tr>
<td></td>
<td>Total Salary - $11,975.79</td>
<td>1 administrator x 1 day per week x 2 hours per day x $63.45 per hour x 16 weeks = $2,030.40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subtotal - $10,357.44</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional Development:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 teachers x 1 day x 1 hour per day x 5 weeks x $60.65 per hour = $606.50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 paras x 1 day x 1 hour per day x 5 weeks x $34.73 per hour = $694.60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Administrator x 1 day x 1 hour per day x 5 weeks x $63.45 = $317.25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subtotal - $1,618.35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Salary - $11,975.79</td>
</tr>
<tr>
<td><strong>Purchased services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Supplies and materials</strong></td>
<td>$150.00</td>
<td>Assorted community helpers materials = $150.00</td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Educational Software (Object Code 199)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Travel</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>$210.21</td>
<td></td>
</tr>
</tbody>
</table>
Part E: Budget

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refreshments for Parent engagement x 8 sessions = $210.21</td>
<td>$30.00</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

$1,236.00

$1,236.00
DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

## Part I: School ELL Profile

### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>Brooklyn</td>
<td>396</td>
</tr>
</tbody>
</table>

**School Name** Ramon E. Betances

### B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nira Schwartz - Nyitray</td>
<td>Shawna K. Hansford</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joyce Moss</td>
<td>Amsel Powell</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL/Subject Area</th>
<th>Teacher/Subject Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chenyu Wang</td>
<td>Devora Oestrich/ Bil. Yiddish</td>
</tr>
<tr>
<td></td>
<td>Daphne Valentin/ Bil. Spanish</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna Caba/ Speech</td>
<td>Superintendent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shanel Simon</td>
<td>Linda McKenna</td>
</tr>
</tbody>
</table>

### C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Certification Type</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL teachers currently teaching in the ENL program</td>
<td>1</td>
</tr>
<tr>
<td>Bilingual teachers not currently teaching in a bilingual program</td>
<td>2</td>
</tr>
<tr>
<td>Bilingual teachers currently teaching in a bilingual program</td>
<td>2</td>
</tr>
<tr>
<td>Foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>Teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</td>
<td>0</td>
</tr>
<tr>
<td>Teachers who hold both content area/common branch and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Special education teachers with bilingual extensions</td>
<td>4</td>
</tr>
</tbody>
</table>
D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
</table>

**Part II: ELL Demographics**

### A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply:

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
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This school offers (check all that apply):

- **Transitional bilingual education program (TBE)**
  - Yes [x]
  - No [x]
  - If yes, indicate language(s):

- **Dual language program (DL)**
  - Yes [x]
  - No [x]
  - If yes, indicate language(s):

- **Freestanding ENL**
  - Yes [x]
  - No [x]

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

#### Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened [e.g., 2013-14]</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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</thead>
<tbody>
<tr>
<td>TBE</td>
<td>Yiddish</td>
<td>SELECT ONE Y [x]YesNo</td>
<td>SELECT ONE Y</td>
<td>0</td>
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**Part III: Assessment Analysis**

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

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

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

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
4. What structures do you have in place to address interventions once the summative data has been gathered?

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)

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

Our school uses the Student Annual Needs Determination Inventory (SANDI), a CCLS aligned assessment to identify students’ IEP goals in grades K-8 and FAST is used to benchmark students’ IEP development two times a year in the fall and spring. The instructional program that all ELLs are exposed to is UNIQUE, which is used in conjunction with monthly curricular testing units that are a key component of this instructional program. Other literacy assessments that are used as either an intervention and/or a supplement to UNIQUE include, but are not limited to: the Work Sampling System (K-2), SMILE, Attainment, First Author, and teacher-created assessments. The ENL teacher works collaboratively with each Special Ed. classroom teacher in the building to create SMART IEP goals for ELA/ENL for our ELL students.

**Part IV: ELL Programming**

**Programming and Scheduling Information**

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      All teachers, inclusive of licensed ENL and bilingual teachers participate in weekly teacher cohorts or professional learning communities across sites. During cohort meetings teachers discuss student work, monthly thematic projects, identify student needs, and develop actionable next steps to support our students’ learning goals as a group. Teachers follow a-facing calendar for assessments (NYSAA, SANDI, and FAST). Furthermore, we utilize an instructional guide that is based upon UNIQUE and created by a team of P396K teachers across sites. The guide is separated by grade bands (K-2, 3-5, and 6-8) and offers an enrichment component.
   b. TBE program. *If applicable.*
      Primarily, we evaluate the success of our programs for ELLs by students' progress on the NYSESLAT exam. However, since the current NYSESLAT exam was designed for a General Ed./Standardized assessment population and our ELLs are all in a full-time Special Ed./alternately assessed population, the current NYSESLAT exam is an insufficient standalone measure to determine ELL progress. In addition to the NYSESLAT, we utilize our students NYSAA, SANDI, FAST scores as a comparative data source to identify areas of need for our ELLs. alternate assessment students. The majority of our school population (K-8) functions on a kindergarten reading and writing level as measured by the spring 2017 SANDI data results. SANDI is a Comprehensive Classroom System for Students Taking Alternate Performance Assessments. Due to the severe cognitive disabilities that our students have, the ELL Periodic Assessment tool is currently not a valid assessment tool for use with our ELLs because it cannot assess all of our students in the four modalities: reading, speaking, listening, and writing.
   c. DL program. *If applicable.*
ENL, monolingual, and bilingual teachers work in cohort teams to review the data from SANDI in the fall. During the early spring we utilize a school-wide pacing calendar to develop smart goals around targeted groups of students as per their SANDI scores that will support growth in the areas of reading, writing, communication, and math.

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)?

   With regard to RtI framework for ELLs, the SANDI provides a basis to determine educational benefits related to the student’s present levels of performance, progress on IEP goals, and identification of educational needs. We are familiar with the RtI model for ELLs. We adhere to the principle that the RtI model holds significant promise for better serving English Language Learners (ELLs) who are at-risk for academic difficulties and consider it in the team development of our students’ IEP goals and progress monitoring.

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.

   Due to profound developmental and/or cognitive delays, the data reveals that across grade levels our students score in the low range on both the NYSITELL and NYSESLAT. With regard to the five levels of language progressions, out of 80 ELLs, one student is on the transitioning level, the remaining students would fall between the entering and emerging language levels.

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

   Components of the information contained herein is disseminated to parents, teachers, and staff at SLT meetings, faculty conferences, memos from the administration, our monthly ENL newsletter, parent-teacher conferences, IEP meetings, and through the school’s website.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

   At P396K we utilize a blended Integrated/standalone model for ENL instruction as per CR Part 154 across all of our three sites (Main, P396K@181, and P396K@289). The fully certified ENL teacher provides her services in a separate location within a classroom (standalone) or provides (integrated) services in classrooms that have the highest number of ELLs. Students are grouped heterogeneously within three contiguous grade groupings by early childhood (K-2), upper elementary (3-5) and middle school (6-8). ENL is implemented through Integrated/standalone instructional practices. The majority of our students fall between the entering and emerging language levels and are entitled to 360 minutes of ENL instruction. All of the students in the freestanding ENL program participate in Alternate Assessment. The ENL teacher attends instructional cohort meetings (Professional Learning Communities) with her Special Ed. counterparts across all three sites. In the Cohort meetings we have discussed Advance, the Danielson Framework-NYC Focus, multiple entry points, differentiated Instruction, lesson planning, data driven decision making, ELL compliance issues, co-teaching, and the integration of the CCLS in our classrooms.

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

   Our Transitional Bilingual Program, which is located at our 289 site, is made up of an eight period day, where each period is defined as a 48 minute block of time, for a total of 384 minutes per day. The languages if instruction are Yiddish and English. This program is composed of 2 bilingual classes, 1 in grades K-2 and another in grades 3-5 respectively. All of the students in the TBE program participate in Alternate Assessment. The ENL teacher attends instructional cohort meetings (Professional Learning Communities) with her Special Ed. counterparts across all three sites. In the Cohort meetings we have discussed Advance, the Danielson Framework-NYC Focus, multiple entry points, differentiated Instruction, lesson planning, data driven decision making, ELL compliance issues, co-teaching, and the integration of the CCLS in our classrooms.
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7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Paste response to questions here: N/A

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

English as a New Language: All students in bilingual classes receive 360 minutes of mandated ENL instruction as required by CR Part 154 for ENL students at the entering and emerging language proficiency levels. To ensure that students meet the standards and pass the required state and local assessments, ENL instruction follows the NYS New Language Arts Progressions and Home Language Arts Progressions and incorporates ENL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. All classroom teachers submit their teaching schedules to a supervising administrator for review. The use of technology and augmentative communication devices such as Big MAC’s paired with Mayor Johnson symbols or SymbolStixs, iPad applications for ELA and Math, adapted switches and the use of the UNIQUE instructional program during pullout sessions are incorporated to give ALL students additional instructional support. Multi-sensory and multicultural ENL materials are infused throughout all aspects of instruction. The students who have obtained proficiency on the NYSESLAT will be provided with AIS (Math & ELA) instructional support for up to two years.

English Language Arts: Students at the commanding language level will receive .5 units of study per week of integrated ENL in ELA/Content Area, or other approved Former ELL services for two additional years. At the current time, we do not have any commanding level students. ELA instruction for ELLs follows the NYS CCLS, the Balanced Literacy Program, and monthly thematic units that are aligned to UNIQUE. The Instructional Shifts are embedded into the school day through the utilization of the UNIQUE instructional guides (ELA, Math, Science, and Social Studies) across all sites. The use of software and multimedia enhances and supports the development of English literacy. Activities are extended throughout the UNIQUE instructional program and content areas by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology, and augmentative communication (hi-tech and low-tech). The classroom library contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities. We also use VizZle, an on-line software program designed to meet the needs of visual learners and students with autism to supplement our ELA program.

Home Language Arts: All students in Yiddish speaking TBE classes receive a minimum of 180 minutes per week of Home Language Arts (HLA) as well as 2 units in of content instruction in the home language. HLA instruction follows the NYS Home Language Arts Progressions, incorporating Balanced Literacy and CCLS aligned curricula, emphasizing the development of phonemic awareness and comprehension skills through literature-based and standards based materials and activities. HLA instruction is parallel to the literacy instruction imparted in monolingual classes and is provided by a certified bilingual teacher utilizing native language literacy materials such as “My First Yiddish Word Book,” a new illustrated Yiddish dictionary for children by Joni Kibort Sussman. The use of bilingual software and multimedia enhances and supports the development of native language skills. HLA literacy activities are extended throughout the curriculum and subject areas, by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, an infusion of the arts, the use of technology tools, and augmentative communication. To comply with the New York City literacy requirements, each classroom...
library contains books in students’ native languages, including those adapted by our bilingual teachers to meet the needs of students with severe disabilities.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
Language instruction, linked to subject area teaching/learning, is crucial to the success of ELLs in achieving Cognitive Academic Language Proficiency (CALP), in two languages. The languages used in the TBE program are English and Yiddish. For K-8 students at the entering and emerging levels of English language acquisition in the TBE program, content area instruction is provided as follows: a minimum of two content areas taught in the home language, and a minimum of one subject area taught in English through ENL methodologies. ENL methodologies used include: CALLA, the Language Experience Approach, the Natural Approach, Scaffolding Techniques, TPR, and the use of graphic organizers. Content Area Instruction follows the NYS CCLS and the curriculum embedded instructional shifts. The use of technology and augmentative communication are incorporated into ENL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of the instructional day.

The language used in the Freestanding ENL program is English. In this program, content area instruction is provided as follows: all subject areas are taught in English through ENL methodologies by Special Education teachers who have completed the mandated 10 hours of 'Jose P. ESL training.' In addition, our licensed ENL teacher uses the integrated model as a key component of her program to further support the practice of using ENL to teach through the content areas. The ENL methodologies used include: TPR, CALLA, Language Experience, the Natural Approach, the use of graphic organizers, a variety of multi-sensory approaches used in conjunction with augmentative communication devices, and scaffolding techniques. Visual aides and symbols inclusive of Google images, Super Symbols, Mayer Johnson symbols, SymbolStixs, and VizZle are used to enhance Content Area Instruction. Content Area Instruction follows the CCLS, NYS New Language Arts Progressions, and CDOS standards where appropriate. The use of technology is incorporated into ENL and content area instruction to give our students additional supports and access. Multi-sensory and multicultural materials are infused throughout all aspects of our instructional program.

10. If you had a bilingual program, what was the reason you closed it?
All Spanish speaking ELLs are given the Spanish LAB following the NYSITELL. We began using the NYSITELL to replace the LAB-R in February 2014, however, Spanish speaking ELLs who are identified as per HLIS will continue to receive the Spanish LAB. During the CSE process, all ELLs are evaluated in their home languages. The students in the TBE program receive a minimum of 180 minutes of discrete HLA instruction in Yiddish and they are evaluated therein as a component of their program. We also have bilingual speech therapists (Spanish and Yiddish) who use the identified home language to support speech services as per IEP. When the school does not have the minimum number of required students to open a TBE program in students' native language, ELLs who are mandated for a TBE program as per IEP are provided with an alternate placement paraprofessional who speaks the home language for additional support.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
By virtue of having an IEP and the additional support of Universal Design for Learning strategies, instruction is seamlessly differentiated for all of our ELLs. The instructional focus of our school this year is to continue to embed/incorporate multiple entry points into all aspects of the students’ instructional day. SIFE, Newcomers, Developing, Long Term and Former ELLs benefit from receiving differentiated content area instruction through UNIQUE. Currently, we have 2 SIFE students. Our newcomers receive support from a paraprofessional, tutoring, a buddy student, development of initial literacy in their home language, and a nurturing environment to facilitate language production. SIFE students are paired with an English proficient buddy to help them adjust to life in an academic setting. Developing ELLs have an opportunity to be engaged in all aspects of our school program. Transition Plan: students who no longer require Bilingual or ENL services because they have tested out on the NYSESLAT, will be supported for up to two years with ENL (if scheduling permits) and AIS services (ELA and math support) once placed in a monolingual class. Long term ELL students/Extension of Services students: are supported through a curriculum embedded AIS program, instructional technology, small group instruction, and project arts enrichment.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Language instruction, linked to subject area teaching/learning, is crucial to the success of ELLs in achieving Cognitive Academic Language Proficiency (CALP), in two languages. This year, the instructional focus of P396K is to incorporate multiple entry
points into all aspects of the students' instructional day. By virtue of having an IEP and the additional support of Universal Design for Learning strategies, instruction is seamlessly differentiated for all of our ELLs. In addition to the aforementioned ENL strategies, our students are exposed to the following focusing strategies each month across grade levels and content areas in the UNIQUE instructional program through the use of teacher developed instructional guides: turn and talk, think-pair-share, anticipatory guides, entry/exit slips, cooperative learning groups, and graphic organizers.

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

All of our ELLs also happen to be SWDs. Through a rigorous team-based approach, our students are provided with a new IEP on an annual basis. Our related service providers make a substantial effort to push into the classroom so that students will not lose valuable instructional time. During push-in, while simultaneously working on academic skills and related service skills (physical therapy, occupational therapy, vision, and speech services) the related service providers and ENL teacher have an opportunity to share their expertise and learn from their Special Ed. counterparts. Our ELLs participate fully in all aspects of instruction (UNIQUE, PBIS, GRTL, EQUALS, and the inclusion program) and extracurricular programs (Middle School After School program, field trips, PBIS movie days, student council, a library program, a vocational program, a swimming program, a music therapy program, a horseback riding academy, a bowling program/annual tournament, community service, Title III, weekend "Family Fun days" and a summer program (Chapter 683).

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

We use the following interventions: ELA – Attainment, First Authour, SMILE, and WSS, Math – EQUALS, and Title III. At this time, the language of ALL of our targeted intervention programs is English. All of our teachers work collaboratively in instructional cohort teams to develop next steps for how to support our students. Our monthly instructional guides are used in tandem with our school-wide rubrics to enhance the CCLS and deliver rigorous instruction that is differentiated for a diverse group of learners. Our newcomers receive support from a paraprofessional, tutoring, a buddy student, development of initial literacy in their native language, and a nurturing environment to facilitate language production. At this time we have two SIFE students who are paired with an English proficient buddy to help them adjust to life in an academic setting. Developing ELLs, Long term ELLs, and Extension of Services students: are supported through a curriculum embedded AIS program, instructional technology, small group instruction and project arts enrichment. Students who no longer require Bilingual or ENL services because they have tested out of the NYSESLAT, will be supported for up to two years with ENL (if scheduling permits) and AIS services (ELA and math support) once placed in a monolingual class.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ Needs (academic, linguistic, socioemotional) are met?

We are expanding classes at our main site and 289 offsite in the following student-to-staff ratios: 8:1:1, 12:1:1, and 12:1:4. Our school will open six new classrooms in the fall of 2017. We made a request to the Director of the D75 office of ELLs for an allocation for an additional ENL teacher. In order to service both our bilingual and monolingual classes, we would like to expand the music therapy program by having an additional music therapist work at the P.S. 289 offsite. We are extending our Middle School After School program (MSAS) to students in grade five school-wide. We also plan to send eligible ELLs who are in our inclusion programs to an inclusion based summer camp during the summers of 2018 and 2019 respectively.

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

Due to low enrollment, a decision was made by the D75 placement office to close our Spanish TBE class in the fall of the 2016-17 school year.

17. What language electives are offered to ELLs?

ELLs participate equally in our instructional and recreational programs as compared to their monolingual counterparts. For all students, content area instruction is provided as follows: all subject areas are taught in English through ENL methodologies by Special Education teachers who have completed the mandated 10 hours of ‘Jose P. ESL training.’ In addition, our licensed ENL teacher uses the integrated model as part of her teaching program to further support the practice of using ENL to teach through the content areas. Our ELLs have an opportunity to participate in all aspects of school programming, inclusive of: the
music therapy program, inclusion program, student council, PBIS programs, after-school programs, horseback riding, swimming, our vocational program and various field trips. All ELLs are invited to participate in the supplemental Title III program and families have the option of signing up for the free after-school program that we offer through UCP and MSAS.

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

The use of technology, inclusive of, hi-tech and low-tech augmentative communication devices such as Big MAC's and multi-celled AAC devices paired with Mayor Johnson symbols, or SymbolStixs, VizZle, Tarheel Reder, Interactive White Boards, classroom computers and iPads, and adapted switches are incorporated into all aspects of our instructional and related service programs in order to give ELL students additional instructional support. Multi-sensory and multicultural ENL materials are infused throughout all aspects of instruction. HLA literacy materials such as De Canciones a Cuentos, Elefonetica, Pan y Canela and and “My First Yiddish Word Book,” a new illustrated Yiddish dictionary for children by Joni Kibort Sussman may be found in the TBE programs. The use of bilingual dictionaries, software, books, websites, and multimedia enhances and supports the development of home language development and skills. HLA literacy activities are extended throughout the curriculum and subject areas, by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology tools, and augmentative communication. To comply with the New York City Literacy requirements, each classroom library contains books in the students' home language, including those adapted by teachers to meet the needs of students with severe disabilities.

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
   Our school offers a Yiddish TBE program, we provide alternate placement paraprofessionals to our students who are mandated for TBE as per IEP. Students in the TBE program are assessed in their home language regularly and routinely as a component of their instructional program. Classroom libraries contain books in the students' home languages, including those adapted by bilingual teachers to meet the needs of students with severe disabilities.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.
   All required services/resources are determined as per the student’s IEP. IEPs are evaluated annually and triennially to determine whether or not services should be decreased, increased or remain the same. The ENL teacher is an integral part of the IEP planning process, ensuring that we develop annual and triennial evaluations that will lead to the development of a comprehensive IEP that prioritizes students' language needs, strengths, and next steps. Parents, a district representative and related service members are all key participants in the IEP meeting. As a best practice, appropriate age and grade level
materials are incorporated into all aspects of our instructional programs. Our ELLs participate fully in the UNIQUE instructional program and the school-wide PBIS programs.

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?

In order to ensure that the academic, linguistic, and socio-emotional needs of our ELLs are met in our co-located buildings, we make every effort to meet and plan in campus-wide teams consisting of Principals, A.P.s, and We share common space such as the cafeteria, gym, auditorium, and school playground as well as programs such as, PBIS. In some locations, students may have access to after-school programming within the Gen. Ed. building.

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

Project Jumpstart is not offered in District 75. However, all of our newly admitted ELLs have an opportunity to participate in our summer program (Chapter 683). ELLs who come during the school year will be given a classroom buddy. In addition, ELLs in our inclusion programs will also have an opportunity to participate in a summer camp experience.

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.

N/A. At the current time, we do not offer language electives to our ELLs.
In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, N/A. We do not have a dual language program., testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
Part VI: LAP Assurances
School Name: We make every effort to sign our new teachers up for the 'Jose P. ELL training' that is provided by the D75 Office of ELLs each year. A record of staff members who have received Jose P. training is maintained by the school in the ELL Compliance Binder (Document 8). In addition, the school will ensure the attendance of bilingual, ENL, and monolingual teachers and paraprofessionals at district, city and state wide conferences focusing on the education of ELLs. All teachers, inclusive of monolingual, ENL, and bilingual teachers participate in instructional cohorts a minimum of two or more times per week where they focus on strategies to improve student outcomes by looking through the lens of student work. Teachers also receive ongoing training on our assessment programs such as SANDI/FAST. In addition, ALL teachers are required to participate in professional development options of their own choosing each year and this is approved by our school Principal, Nira Schwartz-Nyitray. The Title III professional development will be provided to all teachers and paraprofessionals working in the program. Participants will each receive a schedule to attend the professional development workshops. Topics for professional development for the ENL, TBE, and support staff are included in our annual Title III program. Our program will be held on the following dates - 1st and 3rd Saturday of the following months: April 2018, May 2018, and June 2018. This year we will offer the following options: our students will explore soil composition, learn about fruits and seeds, roots and stems, and flowers and leaves. The aforementioned topics are aligned with the focus on listening, speaking, reading, writing as well as Math skills for students in K-8 NYSESLAT and NYSAA assessments.

School DBN: All teachers, inclusive of monolingual, ENL, and bilingual teachers participate in instructional cohorts a minimum of two or more times per week where they focus on strategies to improve student outcomes by looking through the lens of student work as one component of our school’s professional development plan across site. Cohort facilitators maintain copies of agendas and sign-in sheets. Teachers also receive ongoing training on our assessment programs such as SANDI/FAST at the school and district levels. Ms. Wang, our ENL teacher will provide PD to staff on Best Practices in working with ELLs in the fall and spring of each year during cohorts and/or professional development days. In addition, ALL teachers are required to participate in professional development options of their own choosing each year and this is approved by our school Principal, Nira Schwartz-Nyitray; all of this information is store electronically on the District 75 Professional Development Website.

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>P396K</td>
<td></td>
<td></td>
<td>P396K believes that effective parental engagement is a key indicator of student success. Joyce Epstein, a noted researcher in the field of parental engagement has proposed six Types of Parental Involvement, &quot;Parenting, Communication, Volunteering, Learning at Home, Decision Making, and Collaborating with Community.&quot; Our goal is to increase parent outreach and participation by offering parents continued training throughout the school year by engaging them through the six types of parental engagement as highlighted by Epstein. P396K parents of ELLs have equal access and opportunity to participate in the programs and activities described below. Written translation and/or oral interpretation services are</td>
</tr>
</tbody>
</table>
parents to complete the HLIS and an informal interview is conducted with the assistance of interpreters as needed in order to determine the child’s home language and subsequent eligibility for the New York State Identification Test for English Language Learners (NYSITELL). The information obtained from the HLIS is then entered into ATS as the parents’ official home language. Written translation and/or oral interpretation services are provided by school staff members such as bilingual teachers and paraprofessionals, and alternate placement paraprofessionals on a daily basis at our school. Formal face-to-face meetings that our school hosts with parents include, but are not limited to: annual and triennial IEP meetings as provided throughout the year and overseen by an IEP coordinator, Saturday Family Fun Days (monthly), parent-teacher conferences (fall and spring), Parent Coordinator events (weekly), our Federally funded Title III program (spring), PBIS Walk and Roll-a-thon (June), Graduation (June) and ALL District 75 sponsored parent engagement events (monthly). In addition, the speech department holds monthly parent meetings to demonstrate effective ways that parents can enhance communication skills and activities with their youngsters at home. Records for annual individual meetings with ELL parents are stored electronically in SESIS and hard copies are placed in students’ cumulative records.

<table>
<thead>
<tr>
<th>During the LAP process, our team has evaluated our</th>
<th>Assistant Principal</th>
<th>Nira Schwartz-Nyitray</th>
</tr>
</thead>
</table>

2018-19 CEP
program needs by looking at various streams of data (ATS, Exam Scores, ELL Compliance Binder, and current ELL research). Materials and programs are currently meeting the needs of our ELLs; however, we do require an additional ENL teacher in order to provide mandated ENL minutes to more ELL students as per CR Part 154. We will continue the process of creating an ENL schedule to cluster the ELL students with Alternate Placement paraprofessionals by age range and disability in order to facilitate ENL services. In order to facilitate a maximized ENL mandate schedule, we have secured a large room for our ENL teacher.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Coordinator</td>
<td></td>
</tr>
<tr>
<td>Nira Schwartz-Nyitray</td>
<td>ENL/Bilingual Teacher</td>
</tr>
<tr>
<td>Shawna K. Hansford</td>
<td>Parent</td>
</tr>
<tr>
<td>Linda McKenna</td>
<td>Teacher/Subject Area</td>
</tr>
<tr>
<td>Chenyu Wang</td>
<td>Teacher/Subject Area</td>
</tr>
<tr>
<td>Shanel Simon</td>
<td>Coach</td>
</tr>
<tr>
<td>Devora Oestrich/Bil. Yiddish</td>
<td>Coach</td>
</tr>
<tr>
<td>Daphne Valentin/Bil. Spanish</td>
<td>School Counselor</td>
</tr>
<tr>
<td>Joyce Moss</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Shameeka Simon</td>
<td>Field Support Center Staff Member</td>
</tr>
<tr>
<td></td>
<td>Amsel Powell</td>
</tr>
<tr>
<td>Anna Caba</td>
<td>Other Speech Teacher</td>
</tr>
</tbody>
</table>
**2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS**

*Requirement under Chancellor’s Regulations A663 for all schools*

**DBN:** 75K396  
**School Name:** Ramon E. Betances  
**Superintendent:** KetlerLouissai

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

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

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

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

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

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

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

P396K has identified a Language Access Coordinator (LAC), our Parent Coordinator. The LAC's main responsibility is to facilitate the provision of language access services by ensuring that everyone in the school community is aware of his/ her obligations with respect to providing language access and assisting parents of English Language Learners (ELLS). In order to ensure that all parents are provided with appropriate and timely information in a language they can understand, parents at our school are required to fill out Student Emergency Contact cards/Blue Cards and to complete a Home Language Identification Survey (HLIS) upon initial enrollment at the school building level if the HLIS was not completed during the initial intake process at the Committee on Special Education (CSE). A trained school staff member who is a licensed pedagogue meets with the parents to complete the HLIS, and an informal interview with the child and the parents is conducted with the assistance of interpreters.
as needed in order to determine the child’s home language and subsequent eligibility for the New York State Identification Test for English Language Learners (NYSITEL). Our ENL teacher uploads all HLIS documents into SESIS. The information obtained from the HLIS is then entered into ATS as the parents’ official home language. In order to determine parental preference for written communication, we send home an informal parent survey at the beginning of the school year that tabulates our parents’ preferred language for receiving written communication. This information is also collected from the Student Emergency Contact cards/Blue Cards as well as the HLIS. In addition, the school reviews incoming students’ IEPs to ensure that the correct home language information has properly migrated from ATS to SESIS. Students who arrive throughout the school year will continue to be checked for an accurate home language determination as well as parental language preference needs for written and oral communication through the use of the aforementioned systems.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bengali</td>
<td>1</td>
<td>0.63</td>
<td>1</td>
<td>0.63</td>
</tr>
<tr>
<td>Spanish</td>
<td>9</td>
<td>5.7</td>
<td>9</td>
<td>5.7</td>
</tr>
<tr>
<td>Cantonese</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.63</td>
</tr>
<tr>
<td>Chinese/Any</td>
<td>7</td>
<td>4.43</td>
<td>2</td>
<td>1.27</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td>1</td>
<td>0.63</td>
<td>1</td>
<td>0.63</td>
</tr>
<tr>
<td>Mandarin</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>3.16</td>
</tr>
<tr>
<td>English</td>
<td>140</td>
<td>88.61</td>
<td>139</td>
<td>87.97</td>
</tr>
</tbody>
</table>

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

From the list of parents’ preferred languages provided in the previous question, we currently do not have parents who speak languages that represent at least a 10% population of our school (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish, and Urdu).

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum overview</td>
<td>September 2017</td>
<td>This document will be translated into Bengali, Spanish, Cantonese, Mandarin, and Haitian Creole (by the Bilingual school personnel who are proficient in these languages) - parents’ preferred</td>
</tr>
<tr>
<td>Category</td>
<td>Date</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>NYS testing dates</td>
<td>September 2017</td>
<td>This document will be translated into Bengali, Spanish, Cantonese, Mandarin, and Haitian Creole (by the Bilingual school personnel who are proficient in these languages) - parents’ preferred languages. It will be disseminated at the beginning of the school year.</td>
</tr>
<tr>
<td>Parents Bill of Rights</td>
<td>September 2017</td>
<td>This document will be translated into Bengali, Spanish, Cantonese, Mandarin, and Haitian Creole (by the Bilingual school personnel who are proficient in these languages) - parents’ preferred languages. It will be disseminated at the beginning of the school year.</td>
</tr>
<tr>
<td>Letters from the Principal</td>
<td>Ongoing</td>
<td>These documents will be translated into Bengali, Spanish, Cantonese, Mandarin, and Haitian Creole (by the Bilingual school personnel who are proficient in these languages) - parents’ preferred languages. They will be disseminated as needed.</td>
</tr>
<tr>
<td>&quot;Expect Success&quot; guide</td>
<td>September 2017</td>
<td>This document will be translated into Bengali, Spanish, Cantonese, Mandarin, and Haitian Creole (by the Bilingual school personnel who are proficient in these languages) - parents' preferred languages. It will be disseminated at the beginning of the school year.</td>
</tr>
<tr>
<td>School-based events</td>
<td>Ongoing</td>
<td>These documents will be translated into Bengali, Spanish, Cantonese, Mandarin, and Haitian Creole (by the Bilingual school personnel who are proficient in these languages) - parents’ preferred languages. They will be disseminated as needed.</td>
</tr>
<tr>
<td>Memos</td>
<td>Ongoing</td>
<td>These documents will be translated into Bengali, Spanish, Cantonese, Mandarin, and Haitian Creole (by the Bilingual school personnel who are proficient in these languages) - parents’ preferred languages. They will be disseminated as needed.</td>
</tr>
<tr>
<td>Handouts</td>
<td>Ongoing</td>
<td>These documents will be translated into Bengali, Spanish, Cantonese, Mandarin, and Haitian Creole (by the Bilingual school personnel who are proficient in these languages) - parents’ preferred languages. They will be disseminated as needed.</td>
</tr>
<tr>
<td>Documents</td>
<td>Status</td>
<td>Date</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>Brochures</td>
<td>ongoing</td>
<td></td>
</tr>
<tr>
<td>Newsletters</td>
<td>ongoing</td>
<td></td>
</tr>
<tr>
<td>Calendars</td>
<td>September 2017</td>
<td></td>
</tr>
<tr>
<td>Title III and after school enrollment forms</td>
<td>October 2017</td>
<td></td>
</tr>
<tr>
<td>Surveys</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>As Needed Documents</td>
<td>ongoing</td>
<td></td>
</tr>
</tbody>
</table>

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.
<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual and triennial IEP meetings</td>
<td>as determined by the the student IEP review dates</td>
<td>Parents/guardians will get newsletters in Bengali, Spanish, Cantonese, Mandarin, and Haitian Creole - their preferred languages. Parents/guardians will be asked in advance if they need any assistance with translation/interpretation for the event. Interpretation services will be provided by the bilingual pedagogues and paraprofessionals who speak these languages. In case we need translation/interpretation services for the languages not spoken by the school staff, we will contact the DOE Translation and Interpretation Unit prior to the event to request the interpreter/s.</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>twice a year (fall 2017, spring 2018)</td>
<td>Parents/guardians will get newsletters in Bengali, Spanish, Cantonese, Mandarin, and Haitian Creole - their preferred languages. Parents/guardians will be asked in advance if they need any assistance with translation/interpretation for the event. Interpretation services will be provided by the bilingual pedagogues and paraprofessionals who speak these languages. In case we need translation/interpretation services for the languages not spoken by the school staff, we will contact the DOE Translation and Interpretation Unit prior to the event to request the interpreter/s.</td>
</tr>
<tr>
<td>Individual Meetings with parents of ELLs</td>
<td>ongoing</td>
<td>Parents/guardians will get newsletters in Bengali, Spanish, Cantonese, Mandarin, and Haitian Creole - their preferred languages. Parents/guardians will be asked in advance if they need any assistance with translation/interpretation for the event. Interpretation services will be provided by the bilingual pedagogues and paraprofessionals who speak these languages. In case we need translation/interpretation services for the languages not spoken by the school staff, we will contact the DOE Translation and Interpretation Unit prior to the event to request the interpreter/s.</td>
</tr>
<tr>
<td>Saturday Family Fun Days</td>
<td>monthly</td>
<td>Parents/guardians will get newsletters in Bengali, Spanish, Cantonese, Mandarin, and Haitian Creole - their preferred languages. Parents/guardians will be asked in advance if they need any assistance with translation/interpretation for the event. Interpretation services will be provided by the bilingual pedagogues and paraprofessionals who speak these languages. In case we need translation/interpretation services for the languages not spoken by the school staff, we will contact the DOE Translation and Interpretation Unit prior to the event to request the interpreter/s.</td>
</tr>
</tbody>
</table>
asked in advance if they need any assistance with translation/interpretation for the event. Interpretation services will be provided by the bilingual pedagogues and paraprofessionals who speak these languages. In case we need translation/interpretation services for the languages not spoken by the school staff, we will contact the DOE Translation and Interpretation Unit prior to the event to request the interpreter/s.

<table>
<thead>
<tr>
<th>Parent Coordinator</th>
<th>events/workshops</th>
<th>monthly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents/guardians will get newsletters in Bengali, Spanish, Cantonese, Mandarin, and Haitian Creole - their preferred languages. Parents/guardians will be asked in advance if they need any assistance with translation/interpretation for the event. Interpretation services will be provided by the bilingual pedagogues and paraprofessionals who speak these languages. In case we need translation/interpretation services for the languages not spoken by the school staff, we will contact the DOE Translation and Interpretation Unit prior to the event to request the interpreter/s.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District 75 Parent Engagement events</th>
<th>ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents/guardians will get newsletters in Bengali, Spanish, Cantonese, Mandarin, and Haitian Creole - their preferred languages. Parents/guardians will be asked in advance if they need any assistance with translation/interpretation for the event. Interpretation services will be provided by the bilingual pedagogues and paraprofessionals who speak these languages. In case we need translation/interpretation services for the languages not spoken by the school staff, we will contact the DOE Translation and Interpretation Unit prior to the event to request the interpreter/s.</td>
<td></td>
</tr>
</tbody>
</table>

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

In the event of the school emergency, the school will follow the established procedures to reach the families of our ELL students (via mail, e-mail, phone calls). At the beginning of the school year, after the parents/guardians fill out the Blue Cards and/or Home Language Identification Surveys, we create a list of the preferred languages of communication to make sure that we have Bilingual pedagogues and paraprofessionals who are proficient in these
languages. In case we do not have a staff member who speaks this language, the Language Access Coordinator will contact the DOE Translation and Interpretation Unit to request the interpreter/s.

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of *Chancellor’s Regulation A-663* and what resources are available to meet compliance.

In order to be aware of the goal of Chancellor's Regulation A-663, prior to the beginning of the school year (the first day in September when the school personnel report in), all staff members will be trained by the LAC/Parent Coordinator. During this training, staff members will be updated about the most recent information from the LAP and the LTl; they will also be provided with the contact information for the NYC DOE Translation and Interpretation Unit.

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

In order to fulfill Section VII of Chancellor’s Regulations A-663 regarding parental notification requirements for translation and interpretation services, P396K posts signage in a conspicuous locations - at the main entrance and by the safety agent's desk in each of the parents'/guardians' preferred languages detailing where the main office is located and how parents/guardians can obtain notification of their rights regarding timely written translation and oral interpretation services. We also display the multilingual welcome poster provided by the NYC DOE’s T&I Unit. Copies of key documents, such as the Parents Bill of Rights can be found in the Parent room on the first floor of our main site; all parents have access to this room. Furthermore, we provide parents/guardians with a copy of the Parents Bill of Rights and the Expect Success Guide in a language that they can understand (in September).

**Part E: Monitoring Provision of Language Services**

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

In reviewing school language access needs, our LAC/Parent Coordinator has determined that we should regularly generate and review up-to-date ATS reports which indicate preferred languages for students and parents in our school community throughout the year (e.g., RHLA and RCPL). Our LAC/Parent Coordinator will continue to track the language preferences of all parents/guardians in our school community.

At the end of each school year, we ask parents/guardians of ELLs to fill out the end-of-the-year survey to gather feedback on the quality and availability of services in order to create a plan of action to improve language services. The LAC/Parent Coordinator then shares these findings with the school administration and leadership team who will make the informed decisions about the further improvements of language services. At the beginning of the 2017-2018 school year, our LAC/Parent Coordinator and Family worker will disseminate a parent survey in order to gather information from parents/guardians about their expectations of the language access services that our school provides.