2018-19

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

DBN: (i.e. 01M001): 10X360

School Name: P.S. 360

Principal: IRIS ALDEA-POLLACK
School Comprehensive Educational Plan (SCEP) Outline

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School Information

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<th>P.S. 360</th>
<th>10X360</th>
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<tbody>
<tr>
<td>School Name:</td>
<td>School Number (DBN):</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>3210000360</td>
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<tr>
<td>Grades Served:</td>
<td>Pre-Kindergarten to 5th grade</td>
</tr>
<tr>
<td>School Address:</td>
<td>2880 Kingsbridge Terrace, Bronx, NY 10463</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(718) 548-1511</td>
</tr>
<tr>
<td>Fax:</td>
<td>(718) 548-1536</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Iris Aldea-Pollack</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:aldeap@schools.nyc.gov">aldeap@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Iris Aldea-Pollack</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Ljulja Berisha</td>
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<tr>
<td>Parents’ Association President:</td>
<td>Elizabeth Russo</td>
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<tr>
<td>SLT Chairperson:</td>
<td>Edward Knecht</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Jaqueline Pacheco</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td></td>
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<tr>
<td>CBO Representative:</td>
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District Information

| 10X360 |
|------------------|------------------|
| Geographical District: | Superintendent: |
| Superintendent’s Office Address: | Maribel Torres-Hulla |
| Superintendent’s Email Address: | One Fordham Plaza, Bronx, NY 10458 |
| Phone Number: | 718-741-5852 |
| Fax: | 718-329-8030 |

Field Support Center (FSC)
Bronx

Executive Director: Jose Ruiz

Executive Director’s Office Address: One Fordham Plaza, Bronx, NY 10458
jruiz2@schools.nyc.gov

Executive Director’s Email Address: jruiz2@schools.nyc.gov

Phone Number: 718-828-7776 Fax: 718-828-6280
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent 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 SCEP, 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>Iris Aldea-Pollack</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Ljulja Berisha</td>
<td>*UFT Chapter Leader or Designee</td>
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</tr>
<tr>
<td>Elizabeth Russo</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Digeda Perez</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Jacqueline Pacheco-Montesino</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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</tr>
<tr>
<td>N/A</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>Cassandra Lynch</td>
<td>Member/Staff</td>
<td></td>
</tr>
<tr>
<td>Edward Knecht</td>
<td>Member/Staff</td>
<td></td>
</tr>
<tr>
<td>Josefina Nuesi</td>
<td>Member/Parent</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>
<tr>
<td>Charlene Gray</td>
<td>Member/PA Secretary -Parent</td>
<td></td>
</tr>
<tr>
<td>Christine Salazar</td>
<td>Member/PA Treasurer - Parent</td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development aligned with the school’s state accountability and informed by 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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a report, entitled Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students.

The Framework for Great Schools and SCEP Development

The Framework for Great Schools encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement 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 increase student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

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

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

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong></td>
<td>Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong></td>
<td>Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong></td>
<td>Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong></td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>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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</tbody>
</table>

### Accountability Tools and the Framework for Great Schools

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

### NYSED’s Six DTSDE Tenets

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

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

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

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality 2018-19 SCEP-FF
Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

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 SCEP, 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 SCEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.
• **Step 4:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – **Specific, Measurable, Achievable, Relevant,** and **Time-bound.** Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

• **Step 5:** Build consensus around activities, strategies and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

• **Step 6:** Implement at least one USDE Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is Evidence-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of) beginning no later than the 2018-19 school year.

• **Step 7:** 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 8:** 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.
1. **What is your school’s mission statement?**

   Our school mission states that P.S. 360 is a Circle of Learners. The circle consists of students, staff, families and the community at large. For the circle to remain intact, we must:

   - **Set and build the foundation for a love of independent lifelong learning.**
   - **Strive to meet and maintain standards of excellence through consistent hard work.**
   - **Provide a nurturing and safe environment that celebrates all students, their achievement and diversity.**

**P.S. 360 Statement of beliefs and values:**

We believe that for our circle to remain intact, we must work collaboratively to achieve student excellence. We understand that for all students to be successful, they must be sustained in an environment that is safe and that allows students to take risks. This environment maintains a deep respect for diversity. For it is in diversity that intelligence, creativity, and curiosity grow and flourish.

We know that learning is a life long journey. In order for our community to assure that all our students become engaged in the journey, we must cultivate:

- A strong parent-teacher pact
- A rigorous curriculum
- Assessments and evaluations that drive instruction
- Students who are critical thinkers and work independently
- Staff that continues to grow professionally
- Parents who are seekers of knowledge
- Resources (i.e. Books, technology)
- Child centered learning environments
- Respect for all living creatures and their habitats

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.**

P.S. 360 is located in the Kingsbridge Heights section of the Bronx. The school opened on September 9, 1999. It was built to reduce some of the overcrowding that existed in Community School District Ten. For the first five years, P.S. 360 was a limited choice school, drawing its students from P.S. 86 and P.S. 310. Beginning September 2004, P.S. 360 was assigned a zone of its own. It is now a zoned school for the 2017/18 school year.
P.S. 360 has three pre-kindergarten classes. One is an ICT class. There is also a kindergarten ICT class. The school presently serves 500 pre-kindergarten to 5th grade students of diverse cultural backgrounds.

The following opportunities are provided for children of varied talents and abilities to achieve excellence:

- A technology program
- Chess classes
- A Student Council
- A math art program
- The Cook Shop for Classrooms Program
- After school physical Activities (softball team and track team)
- Creative arts after school programs
- Academic after school programs
- ESL after-school programs
- Weekly family library time
- Monthly family literacy nights
- Family-to-family pen pal group
- New Yorkers for Parks daffodil project
- After school arts program

P.S. 360 collaborates with several community based organizations including the Kingsbridge Heights Community Center, Dial-A-Teacher, and the Fresh Air Fund. PS 360 has a partnership with the Foodbank for NYC, which provides the P. S. 360 community with a monthly Meals for Minds Program. Every student in the building is entitled to select and receive monthly groceries free of charge.

A collaborative climate supports our school. Teachers are provided with weekly common planning time. Teachers collaborate in grade level teams, across grade levels, and in special education teams. There are two instructional coaches for Core Curriculum in ELA and Math. Pedagogical teams allow teachers to consistently evaluate teacher effectiveness and drive instruction. Administrators, coaches and teachers together guarantee continuous accountability for effective instruction and student achievement.

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

Seventy one (71) of the students are English Language Learners and 94 are special needs students. Sixty seven (67) of the English language learners speak Spanish as their native language. None of the students are considered students with interrupted formal education (SIFE). Sixty nine (69) of the 71 students are English language learners for 0 to 3 years. Eighteen students (18) are in the entering level of English language proficiency, twenty three (23) students are in the emerging level, eighteen (18) students are in the expanding level and twelve (12) students are in the transitioning level. Students with special needs are serviced in 5 self-contained special education classrooms in kindergarten through fifth grade and in two collaborative teaching classrooms in pre-kindergarten and in kindergarten.

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.

The three elements of the Framework for Great Schools in which the school made the most progress over the past year are:
New systems that supported teacher collaboration and professional growth were implemented throughout the school year. These included:

- School leaders communicated a clear vision to all stakeholders, collaborated on developing a mission statement built around Advanced Literacies and related Hallmarks
- Provided parents with a series of workshops designed to improve their understanding of the instruction delivered to their children along with strategies for supporting this learning at home
- Provided additional time for teacher collaboration in order to create Common Core aligned instruction
- Developed team leaders for literacy and math on each grade level to guide this work, support their colleagues, and serve as a communication liaison between teachers on the grade level team and school leaders

Based upon the data provided from the Quality Review (QR) and NYC School Survey as well as student assessment data, the school has identified two areas of focus within the Framework for Great Schools for this current school year:

1) Rigorous Instruction

2) Strong Family Community Ties

Student assessment data, in particular data gathered from the NYS tests, i-Ready diagnostic assessments, and DRA benchmarks, shows a deficiency in vocabulary that prevents students from achieving proficiency in both literacy and mathematics.

Data gathered from the NYC School Survey demonstrates a need to improve ties to the community. School leaders, teachers, and parents will collectively gather ideas to support stronger parent engagement and community involvement.

5. Identify at least one USDE Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is Evidence-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) to be implemented in the 2018-19 school year.

Provide time for collaboration and use of data.
### School Demographics and Accountability Snapshot for 10X360

#### School Configuration (2018-19)

- Grade Configuration: 0K,01,02,03,04,05
- Total Enrollment (2017-18): 490
- SIG Recipient (Y/N): No

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

- Transitional Bilingual: N/A
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

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

- # Special Classes (ELA): 66
- # SETSS (ELA): 37
- # Special Classes (Math): 66
- # SETSS (Math): 35

#### Achievement

- ELA Performance at levels 3 & 4: 71%
- Mathematics Performance at levels 3 & 4: 41.1%
- Science Performance at levels 3 & 4: 66%

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

**Elementary/Middle School**

- **American Indian or Alaska Native**
  - Y/N: N/A
  - YES: ALL STUDENTS
- **Black or African American**
  - Y/N: N/A
  - YES: ALL STUDENTS
- **White**
  - Y/N: N/A
  - YES: ALL STUDENTS
- **Limited English Proficient**
  - Y/N: N/A
  - YES: N/A
- **Economically Disadvantaged**
  - Y/N: N/A

**High School**

- **American Indian or Alaska Native**
  - Y/N: N/A
  - YES: ALL STUDENTS
- **Black or African American**
  - Y/N: N/A
  - YES: ALL STUDENTS
- **White**
  - Y/N: N/A
  - YES: ALL STUDENTS
- **Limited English Proficient**
  - Y/N: N/A
  - YES: N/A
- **Economically Disadvantaged**
  - Y/N: N/A

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

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

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
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<tr>
<td>3.2 The school leader ensures and supports the quality implementation of a systematic plan of</td>
<td>X</td>
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<td>rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards</td>
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<td>(CCLS) that is monitored and adapted to meet the needs of students.</td>
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<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction</td>
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<td>(DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and</td>
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<td>address student achievement needs.</td>
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<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner</td>
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<td>within and across all grades and subjects to create interdisciplinary curricula targeting the</td>
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<td>arts, technology, and other enrichment opportunities.</td>
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<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments</td>
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<td>for strategic short and long-range curriculum planning that involves student reflection,</td>
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<td>tracking of, and ownership of learning.</td>
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</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.
   - Strengths
     - The school has made significant progress in terms of developing and ensuring that unit and lesson plans used include data-driven instruction and are appropriately aligned to the CCSS (3.3) through systems described below:
       - Provided additional time for teacher collaboration in order to create Common Core aligned instruction
       - Developed team leaders for literacy and math on each grade level to guide this work, support their colleagues, and serve as a communication liaison between teachers on the grade level team and school leaders
       - A combination of formative and summative assessment data (i.e., on-demand writing baseline and progress monitoring assessments) analyzed at the team level indicate an increase in students meeting the target standard for the unit after Common Core aligned instruction had been delivered.

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.
   - Needs
     - According to the Quality Review (QR), teaching practices are becoming aligned to the curricula. Teaching practices reflect a set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the CCSS instructional shifts.
However, student assessment data reveals deficiencies with acquisition of vocabulary and academic language.

- i-Ready diagnostic assessments given at the end of the 2017-18 school year indicate that students need to develop their vocabulary.
- In addition, while NYS testing data shows an increase in the number of students reaching proficiency levels in ELA and mathematics as compared to the previous school year, a large number of students (36% in ELA and 50% in mathematics) still fall below grade level standards (Levels 1 and 2).
- The majority of the students performing below grade level standards, in particular far below grade level standards (Level 1), in both ELA and mathematics were identified as ENLs or SWDs on the 2017-18 NYS Exams. For example, 90% of SWDs were not proficient in mathematics on the 2017-18 NYS Exam.

Based on the above student assessment data and a review of the most current qualitative and quantitative data, we have identified the need for teachers to provide explicit and improved instruction in the area of vocabulary acquisition.

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, all teachers will embed research-based strategies for improving vocabulary and language acquisition into daily instruction, resulting in a 10% increase in overall proficiency levels for all students including SWDs and ENLs as measured by a comparison between i-Ready diagnostic baseline and end of the year assessments.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Professional development targeting research-based strategies for vocabulary and language acquisition, specifically for English language learners and students with disabilities.</th>
<th>Teachers, educational assistants</th>
<th>Every Monday from September 2018 to May 2019</th>
<th>Administrators, coaches, consultants and PD Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development will be offered in 6-week cycles to provide teachers and paraprofessionals with best practices related to vocabulary and language acquisition.</td>
<td>Teachers, educational assistants</td>
<td>September 2018 to June 2019</td>
<td>Administrators, coaches, consultants, PD Committee</td>
</tr>
<tr>
<td>Opportunities for lesson study and cycles of inter-visitation on the team level in order to design instruction utilizing research-based strategies for vocabulary and language acquisition as presented in Professional development.</td>
<td>Teachers</td>
<td>September 2018 to June 2019</td>
<td>Administrators, coaches, consultants</td>
</tr>
<tr>
<td>School leaders will provide feedback on the quality of instruction specifically in terms of implementation of research-based strategies for vocabulary and language acquisition and its impact on students through observations and learning walks.</td>
<td>Teachers</td>
<td>September, 2018 to June, 2019</td>
<td>Administrators, coaches</td>
</tr>
<tr>
<td>Additional professional development will focus on unpacking the language of the standards in order to support the overall goal of vocabulary and language development</td>
<td>Teachers</td>
<td>September 2018 to June 2019</td>
<td>Administrators, coaches, consultants</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.

Parent coordinator, coaches, and teachers will provide families with strategies for building language and developing vocabulary at home throughout the year.

- Monthly newsletter
- Parent-teacher conferences
- Parent workshops

### 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.

1. Grade and program appropriate materials will be provided for teachers and students.
2. Per diem rate for coverage of classroom teachers attending workshops
3. Common prep periods at least once per week to allow for unit planning.

4. Meeting time twice per month to allow for student work analysis of assigned tasks.

5. Professional Development time once per week for entire staff.

**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>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Title I 1003(a)</th>
<th>Title III</th>
<th>PTA Funded</th>
<th>SIG Grant</th>
<th>School Achievement Funding</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></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 2019, all teachers will embed research-based strategies for improving vocabulary and language acquisition into daily instruction, resulting in a 5% increase in overall proficiency levels for all students including students with disabilities and English language learners, as measured by a comparison between i-Ready diagnostic baseline and mid-year assessments.

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

The school will use the i-Ready diagnostic assessments administered in the beginning, middle, and end of the school year.

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

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

Part 1 – Needs Assessment

### Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</td>
<td></td>
</tr>
<tr>
<td>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</td>
<td></td>
</tr>
<tr>
<td>5.4 All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.</td>
<td></td>
</tr>
<tr>
<td>5.5 The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.</td>
<td>☒</td>
</tr>
</tbody>
</table>

### Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

**Strengths:**

- Teachers support students to address their socio-emotional needs through literature and discussion.
- Monthly character trait (i.e., honesty, kindness, etc.) is focused on through the book-of-the-month initiative and monthly assemblies led by the guidance counselor.
- School counselor meets weekly with small groups of at-risk students to address their social and emotional needs.
- PBIS is implemented school-wide. Students and classes receive coins and rewards for positive behaviors exhibited. The same set of positive behaviors is displayed and reinforced throughout the school building.
- Student council members work with the guidance counselor to create systems for a supportive learning environment for students.
- The Playworks Program develops peer leaders to teach students how to play cooperatively and how to support one another socially and emotionally (i.e., need to feel safe, need to feel supported, need to make friends and cultivate positive relationships).

OORS data suggests that the systems above are effective in creating a more supportive learning environment for students. In 2017-18, there were 35 incidents reported in OORS, down from 46 in 2016-17, 48 in 2015-16, and 80 in
2014-15. This decline in OORS incident reports suggests that PBIS has been particularly effective in creating a supportive learning environment, as this system was implemented in 2015-16.

**Needs:**

In order for our strategies and practices to align with the tenets and statement of the practice above, we must further encourage teacher participation and voice in the existing structure of the PBIS Committee meetings. The school counselor in collaboration with other school personnel will use data to discuss students’ socio-emotional needs, specifically identifying target behaviors that need attention, and promote PBIS within the school.

---

**Part 2 – Annual Goal**

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

By June 2019, school staff will increase their participation and support of PBIS as measured by a 10% increase in teacher, educational assistants, and school aides’ attendance of monthly meetings led by the school guidance counselor to discuss data and supports for students with social emotional needs, as evident from meeting agenda and sign-in sheets.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th><strong>Target Group(s)</strong></th>
<th><strong>Timeline</strong></th>
<th><strong>Key Personnel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>September 2018 to June 2019</td>
<td>School counselor and supporting staff</td>
</tr>
<tr>
<td>All Students</td>
<td>September 2018 to June 2019</td>
<td>School counselor, Student Council, and supporting staff</td>
</tr>
<tr>
<td>All students &amp; parents</td>
<td>September 2018 to June 2019</td>
<td>School counselor, teachers, parent coordinator, administrators</td>
</tr>
<tr>
<td>Teachers, all students &amp; parents</td>
<td>September, 2018 to June 2019</td>
<td>School Counselor and the PBIS Core Committee</td>
</tr>
</tbody>
</table>

- School counselor will establish the Data Committee for PBIS.
- School counselor and members of the Data Committee will hold weekly meetings with the student council to discuss data and share research-based strategies for targeting specific behaviors that need attention.
- School counselor and school leaders will conduct bi-monthly assemblies to promote positive character development to all pre-K to fifth grade students and parents.
- The PBIS Core Committee will hold monthly meetings to review existing systems and current data and revise accordingly.

### 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.

- The parent coordinator will communicate information about PBIS to parents through newsletters.
- The school website will contain current information regarding PBIS systems and events.
- Teachers will include information in monthly newsletters, when applicable.
- Parents and families will be invited to attend bi-monthly assemblies focusing on positive character development.

### 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.

- PBIS professional development
- 80 minute professional development on Mondays
- 40 minute of parent engagement time each week for parent meetings and attendance checks
- Attendance committee meetings

#### Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
## Part 5 – Progress Monitoring

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

By February 2019, school staff will increase their participation and support of PBIS as measured by a 5% increase in teacher, educational assistants, and school aides’ attendance of monthly meetings led by the school guidance counselor to discuss data and supports for students with social emotional needs, as evident from meeting agendas and sign-in sheets.

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

PBIS monthly meeting attendance data (i.e., sign-in sheets and agendas); OORs report 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 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. (Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenet 4 Statement of Practice</td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
</tr>
<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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:

- Increased time for professional collaboration, particularly on the grade team level has resulted in:
  - Analysis of student work using the "Santa Cruz" model in order to plan and differentiate instruction for a variety of learners
  - Development of unit and lesson plans aligned with CCLS and instructional shifts in order to increase student achievement
  - Cycles of lesson study and inter-visitation that improve pedagogy through highlighting best practices

- Continuous reflection and collaborative structures between principal and staff lead to a successful evolution of priorities

Needs:
• Opportunities to collaborate must have an increased focus on embedding research-based strategies for vocabulary acquisition into daily instruction as this has been identified as an area for improvement based upon the data previously cited in Section 1B. Furthermore, data from Advance indicates that there is a need to improve in 3c (Student Engagement). Teachers must collaborate to develop tiered tasks with multiple entry points for all learners.
• According to the 2017-18 Summative Feedback from the Superintendent's Office, the school needs to improve the coherence of instructional practices to ensure the provision of scaffolds and extensions to learning so that all students are met at their respective entry points, which will enable them to participate in meaningful academic tasks of suitable challenge and increasing cognitive capacity, leading to mastery of grade level standards and ownership of their learning.
• Analysis of student work needs to be a well-embedded practice within the school.
• Continue to promote dialogue among teachers so that they can learn best practices from each other.
• Teachers' pedagogical practice and school leader vision can be more consistently aligned.

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, teachers will increase their Advance Rating by 10% in 3c (Student Engagement) by providing coherent and appropriately aligned CCLS-based on instruction that leads to multiple points of access for all students.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). |
<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy? (Include school, educational consultants and/or CBO staff)</td>
</tr>
</tbody>
</table>

**Teacher will engage in targeted professional development through which they will gain instructional expertise and build upon their breadth of classroom engagement strategies.**

- **Target Group(s):** All Teachers
- **Timeline:** September 2018 to June 2019
- **Key Personnel:** Administrators, Coaches, P.D. Committee

**Teacher teams will analyze student work in ELA and Math to create instructional groups, meet the needs of students with disabilities and students acquiring a new language, and make curricular adjustments to best address the needs of all students.**

- **Target Group(s):** All teachers
- **Timeline:** September 2018 to June 2019
- **Key Personnel:** Administrators, Coaches, Teachers

**Administrators will schedule weekly structured classroom intervisitations that highlight specific best practices around the school’s instructional focus, including the specific needs of students with disabilities and English language learners.**

- **Target Group(s):** All Teachers
- **Timeline:** September 2018 to June 2019
- **Key Personnel:** Administrators, Coaches, Teachers

**School leaders will utilize the Danielson Framework to conduct observations and provide teachers with feedback and next steps.**

- **Target Group(s):** All teachers
- **Timeline:** September, 2018, to June, 2019
- **Key Personnel:** Administrators

### 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.

- School leaders, the librarian, the parent coordinator, and coaches will provide parent workshops to offer strategies for supporting their children at home.

### 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.

- AIS, ESL and SETTS teachers
- Classroom teachers and instructional coaches
- Common planning time
- 80 minutes professional development on Mondays
- Additional preparation time for teachers

**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>
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<td>SIG Grant</td>
<td>School Achievement Funding</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, 2019, teachers will increase their Advance Rating by 5% in 3c (Student Engagement) by providing coherent and appropriately aligned CCLS-based instruction that leads to multiple points of access for all students.

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

Data from Advance will be used to assess progress at the mid-point benchmark. This will determine teacher progress in Danielson, domain 3c.

**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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

#### Part 1 – Needs Assessment

**Part 1a. Alignment to DTSDE Statements of Practice**

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).</td>
<td>x</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
<td></td>
</tr>
<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district’s Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.</td>
<td></td>
</tr>
<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).</td>
<td></td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.
   - According to the 2017-18 Summative Feedback from the Superintendent’s Office, school leaders make strategic decisions to organize resources in a way that supports school improvement and student achievement, such as implementing programs best aligned to the Common Core State Standards.
   - School leaders consistently communicate high expectations by providing teachers with targeted, detailed, and specific feedback in supporting improved practice in key areas of Danielson’s competencies.

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.
   - Teachers’ pedagogical practices and school leader vision can be more consistently aligned.
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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, the school leadership will gather evidence to provide specific, actionable feedback to teachers and provide teachers with support so that a minimum of 30% of teachers achieve a rating of effective or better on Domain 3C of the Danielson Rubric, which will result in increased student achievement.
Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>September 2018 to June 2019</td>
<td>Administrators</td>
</tr>
<tr>
<td>All teachers</td>
<td>September 2018 to June 2019</td>
<td>Administrators, coaches</td>
</tr>
<tr>
<td>All teachers</td>
<td>September 2018 to June 2019</td>
<td>Administrators</td>
</tr>
<tr>
<td>All teachers</td>
<td>September 2018 to June 2019</td>
<td>Administrators, teachers, &amp; coaches</td>
</tr>
</tbody>
</table>

School leaders will utilize the Danielson Framework for Teaching to conduct observations and provide teachers with feedback and next steps.

Professional development cycles will be clearly aligned to the school leader's beliefs about how students learn best and best practice aligned to Danielson's Framework for Teaching.

Schedule weekly structured classroom inter-visitations that highlight specific best practices around the school’s instructional focus, including the specific needs of students with disabilities and English language learners.

Teachers will collaborate, in teams, to analyze student work in ELA and Mathematics in developing, delivering and revising lesson plans to support student learning.

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.

- There will be 4 parent conferences during the school year.
- The principal will sponsor three parent breakfasts throughout the school year.
- School leaders, the librarian, coaches and the parent coordinator will provide parent workshops so parents can support their children at home.
- Parents will be invited to school events - e.g., assemblies, vocabulary day parade.

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.

- Daily schedule changes, as necessary, to accommodate intervisitations
- Per-session funding
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>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>Title I</td>
<td></td>
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<td>1003(a)</td>
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<td>X</td>
<td></td>
<td>Title III</td>
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<td>PTA</td>
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<td>Funded</td>
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<tr>
<td>X</td>
<td></td>
<td>SIG Grant</td>
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<td>School</td>
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<td>Achievement</td>
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<td></td>
<td></td>
<td>Funding</td>
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<td></td>
<td></td>
<td>Other</td>
<td></td>
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</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019, the school leadership will gather evidence to provide specific, actionable feedback to teachers and provide teachers with support so that a minimum of 15% of teachers achieve a rating of effective or better on Domain 3C of the Danielson Rubric, which will result in increased student achievement.

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

Danielson Framework for Teaching, professional development agendas, teacher feedback.

Teacher specific data from Advance will be used to assess progress.

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

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

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2  The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>X</td>
</tr>
<tr>
<td>6.3  The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
<td></td>
</tr>
<tr>
<td>6.4  The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
<td></td>
</tr>
<tr>
<td>6.5  The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
<td></td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.
   - The school librarian provides monthly family literacy nights and weekly family library time to provide families with opportunities to build literacy.
   - High expectations are communicated to parents via a family handbook, including the P.S. 360 Grading Policy.
   - Teachers utilize parent engagement time each Tuesday afternoon to communicate with parents.
   - Teachers use phone-based applications, such as Remind and Class Dojo, to communicate concerns with parents.

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.
   - School must implement a more structured and formal system in order to communicate information about students' academic progress throughout the year.
   - Provide more opportunities for parents to learn about ways they can best support their children's academic development.
## 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

*By June 2019, 100% of teachers will use school-wide progress reports to communicate important information about students' academic progress towards grade level standards three times a year, as evident by maintenance of a log of progress reports signed and returned.*
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>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? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>October, 2018 to June, 2019</td>
<td>Administrators Coaches Teachers</td>
</tr>
<tr>
<td>Parents</td>
<td>September 2018 to June 2019</td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td>Parents</td>
<td>September 2018 to June 2019</td>
<td>Literacy and Math Coach</td>
</tr>
<tr>
<td>Parents, students</td>
<td>September 2018 to June 2019</td>
<td>Librarian</td>
</tr>
<tr>
<td>Parents</td>
<td>October, 2018 to March, 2019</td>
<td>ESL teacher</td>
</tr>
</tbody>
</table>

Teachers will schedule appointments for parents during Parent Outreach Tuesdays and parent teacher conferences and students will discuss their academic goals with parents.

Use school messenger to communicate school events to parents.

*Coaches will conduct parent workshops on CCLS shifts, the school curriculum and supporting the academic growth of children.*

*Librarian will have family reading nights for parents and families.*

Weekly ESL classes will be offered to parents.

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### 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.

- Kingsbridge Heights Community Center (KHCC)

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### 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.

- Materials for the literature, math and CCLS workshops
- Per session funds

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

| | Tax Levy | | | Title I SWP | | | Title I TA | | | P/F Set-aside | | | 21st Century | | | C4E |
| | | X | | | | | | | | | | | | | |

---

2018-19 SCEP-FF
### 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, at least 90% of teachers will use school-wide progress reports to communicate important information about students' academic progress towards grade level standards three times a year, as evident by maintenance of a log of progress reports signed and returned.

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

Signed student progress reports; data printouts from I-Ready

**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>Students initial baseline assessments, benchmark tests, teacher observations and student work. Ongoing teacher made assessments, observations, student work, mid-year assessments and benchmarks are used to determine additional /continued support. Data from I-READY.</td>
<td>Service is provided using the Balanced Literacy approach. Small groups and tutorials are based upon children’s needs. I-READY student practice.</td>
<td>Delivery is provided through small group and individual instruction. New York State Coach English Language Arts materials are used along with other appropriate materials to support academic achievement.</td>
<td>Service is provided in cycles during the school day and after school.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Students initial baseline assessments, benchmark tests, teacher observations and student work. Ongoing teacher made assessments, student observations; student work, mid-year assessments and benchmarks are used to determine additional /continued support.</td>
<td>Service is provided in small groups and also on individual basis where appropriate.</td>
<td>Delivery is provided through small group and individual instruction. New York State Coach Mathematics materials are used along with other appropriate materials to support academic achievement.</td>
<td>Service is provided in cycles during the school day and after school.</td>
</tr>
<tr>
<td>Science</td>
<td>Students initial baseline assessments, benchmark tests, teacher observations and student work.</td>
<td>Service is provided in small groups.</td>
<td>Delivery is provided through small group and individual instruction.</td>
<td>Service is provided in cycles during the school day and after school.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Students initial baseline assessments, benchmark tests, teacher observations and student work. Ongoing teacher made assessments, observations, student work, mid-year assessments and benchmarks are used to determine additional /continued support.</td>
<td>Service is provided in small groups.</td>
<td>Delivery is provided in small groups.</td>
<td>Service is provided in cycles during the school day and after school.</td>
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<td>---</td>
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</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Services are provided based upon documentation obtained at registration,</td>
<td>The School Psychologist provides small group counseling to students at risk and identified by classroom teachers. The Social Worker provides 1:1 and small group sessions to students on her roster. She also provides service to students as needed. The School Nurse provides service to all students as prescribed by 504 Services/</td>
<td>The School Psychologist delivers small group counseling to students at risk and identified by classroom teachers. The Social Worker delivers 1:1 and small group sessions to students on her roster. She also provides service to students as needed. The School Nurse delivers service to all students as prescribed by 504 Services/</td>
<td>The School Psychologist is present 3 days per week. The Social Worker is present 5 days per week. The School Nurse is present 5 days per week.</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

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

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</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>
</tr>
<tr>
<td>There are 4 students in temporary housing.</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
</tr>
<tr>
<td>Students are provided with school supplies, backpacks, metro cards and are offered counseling. The parent association sponsors their school trips and other activities. The school pays graduation costs for 5th graders.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</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>
</tr>
<tr>
<td>PS 360 is a Title 1 school</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>
</tr>
</tbody>
</table>
PS 360 is a Title 1 school

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.

None
Section 8: Title I Program Information

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

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

| X | Schoolwide Program (SWP) | || Targeted Assistance (TA) Schools | || Non-Title I |

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Strategies for recruitment include but are not limited to:

- New teachers are mentored for a minimum of two periods per week
- Teachers are hired through New Teacher Finder
- Administrators attend Job Fairs sponsored by the Dept. Of Education
- College liaison contacts
- Partnership with Manhattan College of Education
- ELA and math coaches work with all teachers
- There is an active professional development committee

2b. High Quality and Ongoing Professional Development

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

P.S. 360 uses Danielson instructional data to provide quality professional development to support rigorous instruction (Section 5A). Staff members are sent out for professional development. Outside consultants provide tailored professional development according to teachers’ needs in analyzing student work (Section 5C). The school has an active professional development committee that provides teacher learning in 6-week cycles. The cycles are aligned to best practices and evidence-based instructional strategies that support instruction in reading/ELA, mathematics, and science, including instructional strategies for students with disabilities and English language learners.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

Preschool Transition Plans include but are not limited to: early registration with student in attendance, individualized assistance for registration, half-day transition at the beginning of the year. Parents are encouraged to participate in the transition process and are allowed to escort students to the classroom at the beginning of the year. Students have lunch in their classrooms for the first half of the year. Ongoing parent workshops to provide support around expectations, curriculum and assessment.

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 are invited to form the MOSL committee and have a voice in the selection of assessments used throughout the year. Teachers are provided with professional learning on Mondays and in grade level team meetings on how to analyze student work and create formative assessments.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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>
</table>

Column A
Verify with an (X)

Column B
Section Reference(s)
<table>
<thead>
<tr>
<th>Program</th>
<th>Source</th>
<th>Code</th>
<th>Amount</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>419577 X</td>
<td></td>
<td>Section 5A</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>69288 X</td>
<td></td>
<td>Section 5A</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>64941 X</td>
<td></td>
<td>Section 5A</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>12366 X</td>
<td></td>
<td>Section 5A</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0 X</td>
<td></td>
<td>Section 5A</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>2993810 X</td>
<td></td>
<td>Section 5A</td>
</tr>
</tbody>
</table>

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent
representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG funds:** 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 360, 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 360 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>
</tbody>
</table>

● 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;

### Parental Involvement and School Quality

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA);
schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

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

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

### Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Curriculum Conference;

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

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

- supporting or hosting Family Day events;

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

- encouraging more parents to become trained school volunteers;

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

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

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

### School-Parent Compact (SPC)

P.S. 360, 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 State Standards to enable participating children to meet the State’s Standards and Assessments by:

- using academic learning time efficiently;

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

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

Support home-school relationships and improve communication by:

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

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

### I. School Responsibilities: Providing General Support to Parents
Provide general support to parents by:

● creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

● assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

● sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

● supporting parental involvement activities as requested by parents;

● ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

● monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

● ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

● check and assist my child in completing homework tasks, when necessary;

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

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

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

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

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

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

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

● respond to surveys, feedback forms and notices when requested;

● become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
II. Parents’ Responsibilities

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

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

● Share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

● Attend school regularly and arrive on time;

● Complete my homework and submit all assignments on time;

● Follow the school rules and be responsible for my actions;

● Show respect for myself, other people and property;

● Try to resolve disagreements or conflicts peacefully;

● Always try my best to learn.
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>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☒ conceptually consolidated (skip part E below)</td>
<td></td>
</tr>
<tr>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
<td></td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

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

- [ ] Before school
- [ ] After school
- [ ] Saturday academy

Total # of ELLs to be served: _____

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

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

Total # of teachers in this program: _____

# of certified ESL/Bilingual teachers: _____

# of content area teachers: _____
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: ______

Begin description here:

The direct instruction supplemental program will consist of an ENL after-school program. During the school year 2017-2018 our ENL students did not perform well on the ELA and Math state tests. The state tests data shows that 70% of our ELLs scored level 1 on the ELA State Test and the majority of our ELLs scored level 1 on the Math State Test. In addition, the 2018 NYSESLAT Exam History Report shows that even though our students made progress in English language acquisition, only 17 students or 18% achieved proficiency. Since the start of the 2018-2019 school year, 35 newly admitted students have been given the NYSITELL. Of those 35 students, 19 were identified as ELLs. Most of these students are at the Entering and Emerging levels, with a few students not able to answer any question in English. The 2018 NYSESLAT results show that out of 71 English Language Learners, 8 students or 11% scored Entering, 26 students or 8% scored Emerging, 14 students or 20% scored Transitioning, 26 student or 37% scored Expanding, and 17 students or 24% scored Commanding. Overall, the students performed better in Listening and Speaking modalities than in Reading and Writing.

As a result, three ENL certified teachers, Mrs. Perez-Ortiz, Ms. Vitez, and Mr. Silverio will teach an ENL after-school program that provides direct instruction in English. Teachers will provide instruction in social studies while using ENL methodologies to support students’ language needs. Through the content/ENL instruction, we will support students by providing assistance in the four modalities.

-Subgroups and grade levels of students to be served:
P.S. 360 has 82 English Language Learners. Students in grades 3, 4, and 5 will be invited to participate in the program. The ENL after-school program is targeting the transitioning and expanding students in order to help them improve their language skills while learning the content area. The following students will participate in the after-school program:
- 14 transitioning students, 15 expanding students, and 4 students with disability

There will be three groups in total:
- Mr. Silverio, ENL certified teacher, will work with transitioning and expanding fifth grade students in room 422.
- Ms. Vitez, ENL certified teacher, will work with transitioning and expanding third grade students in room 315.
- Mrs. Perez-Ortiz, ENL certified teacher, will work with transitioning and expanding fourth grade students in room 410. The ratio of teacher to students will be approximately 1 to 10.

-Schedule and duration:
The ENL After-School Program will meet two days per week on Wednesdays and Thursdays for one hour and 10 minutes each day from 2:25pm to 3:35pm. The program will start on Wednesday, October 10, 2018 and it will end on Thursday, April 25, 2019. In addition, there will be several trips to plays, museums and other cultural and historical centers which will take place mostly on Saturdays.
- Language of Instruction: The language of instruction is English using ENL methodologies.

- Number and types of certified teachers:
Three ENL certified teachers: Mr. Silverio, Mrs. Perez-Ortiz, and Mrs. Vitez

- Types of materials:
The materials that will be used are distinct from those used for daily instruction.
On Our Way to English, Houghton Mifflin Harcourt
Discussions 4 Learning: An Oral Vocabulary and Language Program, purchased from Davis Publications.
Every classroom has multiple computers and iPads and teachers have access to our laptop carts.
In addition, each of these classrooms is equipped with a Promethean board. Students will further their reading, writing, speaking, and listening skills in the classroom using books and materials that are aligned to the New Common Core Learning Standards.

- Activities:
Through the ENL program "On Our Way to English" published by Houghton Mifflin Harcourt, students will be engaged in activities that are aligned to the NYS Common Core Standards.
Teachers will work together to create lessons that target the modalities of listening, reading, writing, and speaking. We will select engaging texts, allow time for rich discussions, and select a small set of vocabulary words to build knowledge. In addition, lessons will incorporate writing assignments that require students to use vocabulary words, concepts, and academic language.
As we use Discussions4Learning, a vocabulary and language program, students will be engaged in multiple activities such as oral discussions based on images of fine art and real-world photos, writing descriptions, comparing and contrasting various images, conducting further research in order to learn more about the images, and preparing oral presentations. Students will also practice identifying setting and differentiating literal from figurative language. Students will learn and practice key informational texts standards by observing, discussing, and writing about real-world photos. Through these images, students will be exposed to cultures from around the globe and from across time. Our ELLs will participate in activities designed specifically for English language acquisition. The questions will be multi-tiered, so that we can provide adequate support and challenge for all our ELLs and all lessons will be differentiated.
As part of our field trips, the ENL after school program will organize field trips to go museums, cultural centers, and to shows/plays throughout the school year.

- Record Keeping:
Each after-school teacher will maintain an attendance folder and our ENL coordinator will maintain a Title III/after-school binder where she will keep the monthly attendance for all students and all the notification letters, including invitations and permission slips, in parents' preferred languages.
Part C: Professional Development

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

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

Begin description here: ______

-Rationale:
The ENL teachers in the after-school program will receive professional development to build strategies that are effective for English language learners. Four one-hour sessions will be planned. The teachers will learn methodologies that are effective with English language learners and how students can use skills and strategies appropriate to their level of English proficiency to read, gather, view, listen to, organize, and interpret information. Teachers will learn how to support students who are learning a content and a new language at the same time. They will be able to provide the support necessary at the word level, sentence level, and text level for students to meet the New NYS Common Core Learning Standards. Teachers will learn differentiated scaffolds that are necessary to help make rigorous grade-level curriculum accessible to English language learners. Title III funding will be used to pay for the professional development that will be offered to ENL teachers.

-Teachers to receive training:
Three ENL certified teachers:  Mrs. Perez-Ortiz, Mr. Silverio, and Mrs. Vitez

-Schedule and duration:
Tentative days:
Wednesday, October 10, 2018 from 7:00 am - 8:00 am
Tuesday, December 11, 2018 from 7:00 am - 8:00 am
Tuesday, February 5, 2019 from 7:00 am - 8:00 am
Tuesday, April 9, 2019 from 7:00 am - 8:00 am

-Topics to be covered:
Choosing vocabulary words to build knowledge through content rich non-fiction texts
Choosing engaging complex texts
Developing questions that allow rich discussions and build conversational and academic language
Use of visuals, pictures, technology, educational games, short video clips
Using graphic organizers to help students see how information is connected in relationships rather than being isolated details.
Effective strategies for English language learners
Using the program Discussions4Learning in order to help students develop oral vocabulary

-Name of Provider:
Professional development will be provided by the ENL coordinator, Carmen Perez-Ortiz.

-Records:
**Part C: Professional Development**

Our ENL coordinator, Mrs. Perez-Ortiz, will maintain a Title III binder where she will keep all the agendas, attendance sheets, and any handouts distributed at the workshops.

---

**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:**
  One of the parent engagement activities targeted towards parents of Title III students that will impact higher achievement for these targeted students will be a parent orientation to inform parents about the program and how they can support students. Parents will become familiar with the materials that will be used in the program and they will learn how to support their children at home. In addition, our ENL teacher and coordinator will offer English classes for the parents of our ENL students. Classes will take place on Fridays from 2:25 pm - 3:25 pm. These classes will enable parents to better support their children at home. Another parent engagement activity will be workshops for the parents of ENL students. Parents will be engaged in activities designed to promote literacy and mathematics at home. Parents will be introduced to the math and literacy skills their children need to know and learn and they will be informed of the math and literacy standards. Parents will learn activities that promote listening skills and how reading, talking and playing can help their children succeed in school. The workshops will be conducted in English and Spanish and parents of English language learners in all grades will be invited to attend. They will be held during the day and evening hours to make them convenient for parents to attend.

- **Schedule and duration:**
  Parent Orientation will take place on Friday, November 16, 2018 from 9:00 a.m. to 10:00 a.m. ESL classes for parents will take place every Friday from 2:25 pm - 3:25 pm. Classes will start on Friday, October 19, 2018 and they will end on Friday, May 24, 2019. Two parent workshops will take place on Monday, February 25, 2019 from 9:00 am - 10:00 am and Monday, April 1, 2019 from 9:00 am - 10:00 am.

- **Topics to be covered:**
  - Description of after-school program
  - Materials used
  - Ways parents can support their children at home
  - Math and literacy standards
  - Activities designed to promote literacy and mathematics at home
  - Math and Literary skills
**Part D: Parental Engagement Activities**

- Name of provider: The parent orientation, workshops, and ESL classes will be provided by the ENL Coordinator, Mrs. Perez-Ortiz.

- The adult ESL classes will be provided by Mrs. Perez-Ortiz on Fridays from 2:25 pm to 3:25 pm will be at cost to Title III.

- How parents will be notified of these activities/Translation Needs:
  Parents will be notified via the school parent calendar, flyers, letters, and postings in the parent bulletin board and in the school library website in the parents’ preferred language of communication.

  Our school currently has approximately 90 English language learners and of those 90 students, 83 have Spanish as their home language. All notices will be sent home in English and Spanish. In addition, the person providing the orientation and workshops, ENL coordinator, Mrs. Perez-Ortiz, speaks Spanish and she will be able to meet the translation needs of most parents of Title III students. We also have in-house staff members who speak Russian, Albanian, Arabic, and Vietnamese. For languages that we cannot provide translation services for, we will use the services of the DOE language line.

---

**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>
</table>
| Professional salaries (schools must account for fringe benefits)  
  • Per session  
  • Per diem |                 |                                                                                              |
| Purchased services  
  • High quality staff and curriculum development contracts. |                 |                                                                                              |
| Supplies and materials  
  • Must be supplemental.  
  • Additional curricula, instructional materials.  
  • Must be clearly listed. |                 |                                                                                              |
| Educational Software (Object Code 199) |                 |                                                                                              |
**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>Travel</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Other</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>select one</td>
<td>360</td>
</tr>
</tbody>
</table>

School Name Public School 360

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>Iris Aldea-Pollack</td>
<td>Indhira Ventura</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nibal Jourdy</td>
<td>Ereni Thrapsimis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL/Teacher</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carmen Perez-Ortiz</td>
<td>Bianna Pena</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jordy Silverio</td>
<td>Joye Torres</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dina Salter</td>
<td>Other (Name and Title)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maribel Hulla</td>
<td>Superintendent</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>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</th>
<th>Number of special education teachers with bilingual extensions</th>
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<tr>
<td>1</td>
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</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>
<tbody>
<tr>
<td>444</td>
<td>90</td>
<td>20.27%</td>
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</table>
## Part II: ELL Demographics

### A. ELL Programs

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

<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>
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This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>Language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
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</tbody>
</table>

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>
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<th>5</th>
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<tr>
<td>TBE</td>
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<td>TBE</td>
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<td>TBE</td>
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## Part III: Assessment Analysis

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

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

   Some of the formative assessments we currently use include DRA (English and Spanish), TC writing pre-assessment and post-assessment, unit tests for all subject areas, portfolio pieces for math, science, social studies, and writing. In addition, teachers administer running records to monitor students' progress for reading. Teachers also create checklists to check for understanding throughout each lesson taught. We also use the RLAT report to group students by proficiency levels and to guide instruction.

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

   Teachers create schedules to administer running records and to confer with students. When teachers confer with students, they take notes about students' strengths and next steps to support students. When administering DRA, teachers are not allowed to test their own students. Instead, a different teacher from the same grade level administers the DRA for that class.
The school uses a color coded folder system to maintain students' work for each subject area (including unit tests, performance tasks, formative assessments, writing samples, and reading logs).

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?**

Some of the summative assessments include beginning and end of year MOSL. The school also administers a math baseline assessment, mid-year and end of year assessment. In addition, teachers administer TC writing baseline and final writing sample for each unit of study. Teachers also create project based learning at the end of each unit of study. Based on these summative assessments, we identify the areas of needs. Our K-2 students need support in the following areas: phonemic awareness, letter identification and letter sound, sentence and paragraph structure, rules of grammar, capitalization, and punctuation. Our 3-5 students need support using text evidence, making inferences and drawing conclusions. Students at the entering and emerging levels also need support in phonemic awareness, developing academic and social vocabulary, and improving decoding and comprehension skills.

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

The administration provides common preps for grade level teams to meet weekly in order to discuss and analyze students' assessments and data. At these common prep meetings, teachers also discuss interventions needed, they create unit plans, and plan lessons together that meet the needs of all the students. Teachers collect and analyze data to determine students who are at risk. AIS teachers meet with classroom teachers to discuss and create a list of students to provide additional instructional support. Depending on students' needs, AIS teachers pull-out or push-in to support students that are at risk.

5. **How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).**

We use data to guide and improve the quality of instruction for ELLs within the Response to Intervention framework for students in grades K-5. We make sure that our students have quality opportunities to learn and that they are thriving academically. After initial assessments and acquiring the educational history from parents, students are then placed in groups with a plan for systematic academic instruction based on the assessment information. Strengthening classroom instruction using the RTI framework is the key to supporting English language learners who are at risk or who are experiencing difficulties. During ENL integrated instruction, co-teachers develop lessons around reading fluency by using strategies such as choral reading, error correction and word drilling techniques, and pair reading. Using Tier 1 model, teachers deliver instruction in small differentiated groups. Teachers service students with high quality core instruction utilizing methods of repeated reading including shared reading and reader's theater. Using Tier 2 model, teacher utilize small homogeneous groupings (1:3 - 1:5). Teachers target instruction designed to remediate skills, strategies, and learning deficit of identified students. Teachers build on and reinforce Tier 1 instruction. Progress is monitored to ensure whether or not the student is making sufficient progress and whether modifications or reductions to the Tier 2 interventions are required. Using Tier 3 model, teachers design instruction that is explicit and targeted toward students' specific areas of need. Teachers utilize small homogeneous groupings (1:1 - 1:3). Individualized programs are designed and implemented. Teachers monitor progress one per week or every two weeks to examine the rate and level of performance. Student progress is monitored and is used to make educational decisions about changes in goals, instruction, and/or services. We also look at other factors to be addressed such as family dynamics, motivation, or health issues to provide appropriate support.

6. **What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs?**

The school uses the RLAT report, NYSELAT, ELA, and Math State Test results to create an ENL after school program to give additional support to the ELLs in reading and writing. Classroom teachers use the testing data to create small groups and provide additional instruction. In addition, the data is used by the AIS providers to determine ELLs who are at risk. The ENL out of classroom teachers meets with classroom teachers to collaborate and scaffold instruction to support the ELLs in each
proficiency level inside and outside the classroom when the ENL teacher is not co-teaching. ENL teachers create a schedule to group students according to their proficiency levels to provide integrated and standalone instruction.

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

The ENL teachers meet weekly to disseminate these findings to make adjustments to the ENL programs. The teachers analyze student work and collaborate with content area teachers in order to meet the needs of all ENL students. In addition, monthly workshops are provided by the ENL coordinator to support the ENL After School Program teachers. The ENL teachers in the after school program receive professional development to build strategies that are effective for English Language Learners. Teachers learn methodologies that are effective with ELLs and how students can use skills and strategies appropriate to their level of English proficiency to read, gather, view, listen to, organize, and interpret information.

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**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.

   Our school has a Freestanding ENL program which is comprised of content area instruction in English with home language support and appropriate scaffolds and an English development component. ENL is delivered through a stand-alone model and integrated ENL. In the stand-alone model, students receive instruction in order to acquire the English language needed for success in core content classes. In the integrated ENL, students receive core content (i.e., English language arts, math, science, and social studies) and English language development instruction from Mr. Silverio, an ESOL certified teacher. Our program delivers instruction in English with home language support, emphasizing English language acquisition. We use a balanced approach to literacy, infusing high-quality ENL methodologies and instructional practices to promote academic excellence for our ELLs. Our ENL program adheres to state aligned Common Core Learning Standards for all curriculum areas. The organizational model of our ENL program includes one self-contained first grade classroom. Our self-contained class is taught by a teacher certified in both ENL and common branches. ELLs in this class are grouped together in an ENL class, and stay together for the entire school day and for all content instruction. The teacher uses ENL strategies to provide the core content that is taught in mainstream classrooms. Our program model for the self-contained classroom is heterogeneous, meaning that the students in the classroom are at mixed proficiency levels. As for the ENL integrated and standalone programs, the grouping is mainly based on the students’ English proficiency levels and grades. Every effort is made to group students according to their language needs and grades so the ENL teacher can push in most of the time. The collaboration is fundamental to plan together to benefit the students.

   b. TBE program. *If applicable.*

   Currently, our school does not offer a TBE program. However, if enough parents select this model in a grade or two contiguous grades, we would consider to open a TBE program.

   c. DL program. *If applicable.*

   Our school does not offer a DL program. If enough parents select this model, our school will honor their request.

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)?
In order to ensure that all students receive the mandated instructional minutes from Part 154-2, our ENL teachers incorporate stand-alone and integrated ENL over the course of the day. Entering ELLs receive 360 minutes of ENL per week which includes one unit of study in ENL and one unit of study in ENL/ELA. Emerging students also receive 360 minutes of ENL per week which includes .5 unit of study in ENL, one unit of study in ENL/ELA, and .5 unit that can be stand-alone ENL or integrated ENL/content area. Transitioning students receive 180 minutes per week which consists of .5 unit of study in ENL/ELA and .5 unit of study which can be stand-alone ENL or integrated ENL/content area. Expanding students receive one unit of study in ENL/ELA or other content area. Former ELLs continue to receive services for an additional two years. They receive .5 unit of study per week (90 minutes) of integrated ENL in ELA or content area.

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.

The ENL program is aligned with English Language arts, content learning standards, and the core curriculum to provide continuity of rigorous instruction. In our self-contained classroom, language arts is taught using ENL and ELA methodologies. Content areas are taught in English using ENL strategies, while Native language support is provided through various forms of literature, visuals, and audio programs. Our pull-out teacher implements the same strategies and works closely with classroom teachers to deliver literacy instruction and make content comprehensible to ELLs. Content is made comprehensible for students through the use of visuals, Total Physical Response (TPR), songs, poems, realia, Readers’ Theater, small-group instruction, contextualized instruction, and other methods and materials.

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

If students are entitled to ENL services and their home language is Spanish, they are administered the Spanish LAB and Spanish DRA upon arrival. They are also tested in writing, basic math computation skills and word problems. Based on these results, we are able to place the students appropriately.

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

Students with interrupted formal education require our special attention. They are provided with one-to-one academic intervention services designed to develop literacy and mathematics skills. There is also an emphasis on exposing them to crucial content that they may have missed so that they can begin to build age appropriate core knowledge. They attend after school programs, and are recommended for summer school. In all these programs, scaffolding strategies such as contextualization, modeling, and schema building will be used for significant ENL and academic development. In addition, a buddy system is created for SIFE students. Another student who understands language and is familiar with classroom routines is assigned to pair up with the student. For our newly arrived ELLs who have not had any exposure to the English language and whose home language is not Spanish, we instruct them in a small group in English. A buddy system is also created for newcomers. Classroom teachers receive professional development and one-to-one support from the ENL teacher on how to welcome newcomers and involve them in classroom activities in a variety of ways that, in the beginning, do not require language. Newcomers are also given intensive support in their ENL groups to develop basic English language and phonics skills, reading comprehension, and math facts. In order to prepare these students for state testing after one year, students in newcomer groups are exposed to sample test questions and assessments to familiarize them with the format. In addition, instruction for newcomer is aligned with state ELA, math, and content standards. The CR Part 154-2 instructional unit requirements for the ENLs are met. The entering and emerging ENLs receive two units of ENL instruction per day, a total number of 360 minutes per week. The transitioning and expanding ENLs receive one unit of study per day, a total number of 180 minutes per week. ELLs that have been receiving services for 4 to 6 years receive tailored instruction based on areas that need improvement. The ENL teacher analyzes NYSESLAT scores to determine which modalities need the most focus and works with students to develop proficiency throughout the school year so that they are more prepared for the NYSESLAT in the
spring. We provide extensive support in reading and writing. We also provide scaffolding strategies to assist them with the acquisition of CALP. We also build on students’ schema to enhance their conceptual knowledge and provide opportunities for students to extend their learning through extracurricular activities, AIS, and After School Programs. Currently our school does not have any Long Term ELLs who have completed 6 years. If we have Long Term ELLs in the future, they will also receive tailored instruction based on their past NYSESLAT scores. They would be encouraged to attend after school programs, and would receive one-on-one support when needed. ELLs who reach the commanding level on the NYSESLAT will receive continuing transitional support for the next two years. These students will receive 90 minutes (.5 unit) of study per week of integrated ENL in ELA and content area. Former ELLs receive unlimited time during the state ELA, Math, and Science assessments.

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?

Students in self-contained special education classes participate in the same curriculum as students in the general education classes. Grade-level texts and materials are adapted and modified as needed in order for all students to access the content. For example, key vocabulary and concepts are highlighted and front-loaded in the beginning of units so that students are prepared when they encounter them in their work. In addition, assessments for special education ENL students are formulated according to their language proficiency and IEP goals.

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?

We have twelve ENL students in self-contained special education classes: two entering kindergarten student, two second grade ELL, four third grade ELLs, and four fourth grade ELL, and one fifth grade ELL. They are taught the same curriculum as the general education classes. The ENL teachers utilize integrated and stand alone ENL to deliver instruction that meets the needs of the SWDs. In collaboration with the special education teachers, they develop methods for working with the students that enable them to cover the necessary content, foster language development, and prepare the students for assessments.

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

We provide targeted intervention programs during the day as well as outside the school day.

The targeted intervention programs for ELLs in ELA/Social Studies are as follows: In all classrooms, small group instruction is the main intervention used for students struggling in ELA. In ENL self-contained classrooms, all sub-groups are targeted and small groups are formed according to proficiency level. Teachers of ENLs in non-self-contained classrooms are informed of the proficiency level of their ELLs. The teachers then form small groups using this information by placing ELLs with non-ELLs who have similar needs. Small group instruction for ELA takes place during literacy centers and/or independent reading time. The focus of these programs depend on the grade and proficiency level of the students. Interventions used include phonics development, word work, guided reading using leveled readers, strategies for reading comprehension, vocabulary and writing development, and exposure to ELLs in ELA, math, and other content areas.

Outside the classroom, we also have AIS teachers who work with K-5 ELLs in all subgroups. AIS teachers focus on phonics, guided reading, and vocabulary development. All interventions in ELA/Social Studies are conducted in English with Native language support as needed.

The students reaching commanding level on the NYSESLAT are given transitional support during the school day and through after school classes. To provide additional testing support, students are also given test modification such as extended time (time and 1/2) on the standardized tests.

Targeted intervention programs for ELLs struggling in Math/Science are as follows: In all classrooms, small group instruction is the main intervention used for students struggling in Math. In ENL self-contained classrooms, all sub-groups are targeted and small groups are formed according to proficiency level. Teachers of ELLs in non-self-contained classrooms form small-groups...
for Math by placing ELLs with non-ELLs who have similar needs. Small group instruction for Math takes place during Math Centers and the Math Games period. Interventions focus on reinforcing what is being taught in the Unit using manipulatives, visuals, charts, and other hands-on activities and experiments. Outside the classroom, we also have AIS teachers who work with ELLs in all subgroups. AIS teachers focus on basic math skills, word problem comprehension, and test taking skills. ELLs in grades K-2 participate in our Cookshop program with the rest of their class. This is a science rich program that incorporates vocabulary development and the five senses through inquiry based activities. All intervention in Math/Science is conducted in English with Home language support as needed.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
Based on data and trends, some of the improvements that we are considering for the upcoming school year include the purchase of a new language program "On Our Way to English" in order to support the entering and emerging students with vocabulary development and language acquisition. Our ENL teachers will collaborate with the mainstream teachers regularly in order to align ENL instruction with the monthly instructional calendar as a way to ensure that all students are accessing the core curricular. In addition, we would like to improve upon our ENL After School Program by organizing monthly trips.

10. If you had a bilingual program, what was the reason you closed it?
The school closed the bilingual program because when the parents completed the Parent Survey and Program Selection Form, we did not have the minimum required number of parents who chose the Transitional Bilingual Education program as their first choice in two contiguous grades.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs in the building are provided with many opportunities to participate in after school programs and supplemental activities. Our school programs include the ENL after school program, the dance program, and the track and field team. All ELLs are given the opportunity to participate in these programs. Our ENL after school program is offered to all ELLs in order to provide them with additional instructional time. They are grouped together based on their English language proficiency. The program takes place on Wednesdays and Thursdays from 2:25 pm to 3:25 pm. It covers all content areas and runs from October to May. Our newcomer students participate in activities designed specifically for English language acquisition. The program offers monthly trips to students. In addition, our ELLs, along with general education students, are invited to try-out for our track and field team.

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.
Students in ENL classes have a variety of resources available for instruction. Bilingual and native language books are purchased for our school and classroom libraries. Quality language material books, audio systems, and other teacher resources are purchased from specialized vendors such as Hampton-Brown, Attanasio & Associates, Davis Publications, and Houghton Mifflin Harcourt. Every classroom has multiple computers and iPods and teachers have access to our laptop carts, in addition to the computers in the library and computer lab. ENL students are provided with opportunities to use language focused websites, such as www.starfall.com and kidstuff.com, in order to support their learning. All classroom have been equipped with a Promethean, and our ENL teachers have a Promethean board or access to a Promethean board.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Each classroom in our school has a multicultural corner in which students have access to books in students’ home languages as well as bilingual dictionaries and Spanish thesaurus. Home language support is delivered in our ENL classroom though the use of literature, bilingual and picture dictionaries, visuals, and audio programs.

14. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The services we provide, and the materials that we use, help to further develop the English language acquisition and academic development of our ELLs. All services and materials are age and grade level appropriate.

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

In the beginning of the school year, we invite parents to attend orientation workshops to familiarize them with the materials, resources and ENL programs. Our ENL coordinator, Mrs. Perez-Ortiz, conducts interviews and offers orientations to inform parents of ELLs of the programs offered by the city of New York. We also have an after school program which was specifically created for our ELLs. Classes are taught by three of our ENL teachers, Mr. Silverio, Ms. Perez-Ortiz, and Ms. Vitez and three of our content area teachers, Ms. DiMaggio, Ms. Guzman and Ms. Estevez. Our ENL after school programs offers monthly educational field trips. Our school counselor reaches out to parents and works with children that have been identified. In addition, our parent coordinator, Joye Torres, works closely with parents; she serves as a liaison between parents and the school staff and administrators.

17. What language electives are offered to ELLs?

We do not offer any language electives to ELLs because our students are provided instruction in English.

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)?

At this time, our school does not offer a dual language program.

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**Professional Development and Support for School Staff**

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

Our classroom teachers, specialists, paraprofessionals, and non-pedagogic staff are offered professional development focusing on how to differentiate instruction to meet the needs for ELLs and the use of scaffolding strategies to support student participation in content areas. These PD sessions take place during Monday faculty staff development. The sessions are run by our certified ENL teachers. Educational assistants are provided with professional development right alongside the teachers they work with. ENL teachers learn how to facilitate language acquisition in the various proficiency levels: SIFE, entering, emerging, transitioning, expanding, and commanding. Our occupational physical therapist receives PD at a different site. All new teachers participate in meetings dedicated to ENL best practices and assessment policies/procedures. In addition, teachers are given some insight into the ELL identification and programming processes.

All our classroom teachers receive professional development workshop on ENL techniques where they learn how to identify the needs of our ELLs and how to prepare differentiated lesson plans. Classroom teachers use these techniques in order to better support the ENL population in our building. Some of the workshops include: Fundamentals of Language Acquisition (scaffolding techniques for ELLs, differentiated strategies for all five English proficiency levels), building background, and vocabulary development.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.
The ENL Team at our school is providing on-site training to all staff members on effective ENL strategies. Over the course of the year, all staff will receive a total of 5.5 hours (15% of the total 175 hours) of required ENL training. Our ENL teachers are sent to professional development workshops offered by the office of English Language Learners. They will receive a total of 17.5 hours (50% of the total 175 hours). P.S. 360 maintains agendas and attendance sign-in sheets to keep records for professional development activities.

### 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 addition to the already existing parent-teacher conferences, our school provides annual individual meetings with parents of ELLs to discuss goals of the ENL program, language development progress and language development needs in all content areas. Our self-contained ENL teacher and our ENL coordinator are responsible for scheduling these annual meetings which can take place during parent involvement day (Tuesdays at 2:20 p.m.). Teachers maintain a log as well as notes which are used to support students and to organize workshops for parents of ELLs. Written communication is translated by in-house staff in Spanish, Albanian, Russian, Arabic, and Vietnamese. When necessary, we utilize the services of the DOE Translation Department. During these annual individual meetings, we use staff members for interpretation and teachers use the services of Over-The-Phone Interpretation provided by the Department of Education.

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

   The school promotes parent involvement by providing parent workshops to inform them of the literacy and math skills their children are required to demonstrate in order to succeed in school. These workshops are conducted in English and Spanish. Many parents attend these workshops, including parents of ELLs. Teachers also meet with parents and communicate with them on a regular basis. If necessary, we have many interpreters available within the school to aid in communication. Another popular activity is Family Library Access which includes a short mini-lesson. This program is held in the library every Friday from 2:30 p.m. - 3:30 p.m. Parents are allowed to borrow books and the library has a parent resource room with a parent library. Our librarian also offers reading night six times a year. In addition, the librarian offers a Pre-K literacy family workshop twice a year. The school has a P.S. 360 library Facebook group and a Twitter library account which informs parents about activities in the neighborhood. It also provides information about reading. Our ENL coordinator, Mrs. Perez-Ortiz, offers an ENL class for parents of our ELL population every Friday afternoon from 2:30pm to 3:30pm. In addition, our school has an annual ENL multicultural fair where students prepare oral presentations about their cultural background and all parents are invited to attend and to work closely with teachers in order to make this fair possible. The ENL teachers offer a NYSESLAT workshop to parents of ELLs. This workshop provides parents with tools to support their children at home and prepare for the NYSESLAT. Our parent coordinator, Joye Torres, offers Cookshop for parents once a month. She also offers a parenting and bullying workshop. We also engage parents in our annual food drive and Our Penny for Patients Drive.

### 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.

None at this time
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, IRIS ALDEA-POLLACK, 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-interrupted-inconsistent-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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iris Aldea-Pollack</td>
<td>Principal</td>
<td></td>
<td>11/16/17</td>
</tr>
<tr>
<td>Indhira Ventura</td>
<td>Assistant Principal</td>
<td></td>
<td>11/16/17</td>
</tr>
<tr>
<td>Joye Torres</td>
<td>Parent Coordinator</td>
<td></td>
<td>11/16/17</td>
</tr>
<tr>
<td>Carmen Perez-Ortiz</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>11/16/17</td>
</tr>
<tr>
<td>Bianna Pena</td>
<td>Parent</td>
<td></td>
<td>11/16/17</td>
</tr>
<tr>
<td>Jordy Silverio</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>11/16/17</td>
</tr>
<tr>
<td>Laura Guzman</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>11/16/17</td>
</tr>
<tr>
<td>Nibal Jourdy</td>
<td>Coach</td>
<td></td>
<td>11/16/17</td>
</tr>
<tr>
<td>Maura Langan</td>
<td>Coach</td>
<td></td>
<td>11/16/17</td>
</tr>
<tr>
<td>Ereni Polydefkis</td>
<td>School Counselor</td>
<td></td>
<td>11/16/17</td>
</tr>
<tr>
<td>Maribel Hulla</td>
<td>Superintendent</td>
<td></td>
<td>11/16/17</td>
</tr>
<tr>
<td>Field Support Center Staff</td>
<td>Member</td>
<td></td>
<td>11/16/17</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 10x360 School Name: P.S. 360 Superintendent: Maribel Hull

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>Joye</td>
<td>Torres</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</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.

In order to assess language preferences of the parent community for both written and oral communication, parents are required to complete the language preference form when they register their children. The language preference form indicates which language the parent wishes to communicate orally and in writing. The language preferences are entered into ATS. This information is used to provide school staff with the written and oral translation and interpretation needs of the parents. The Adult Preferred Language Report (RAPL) is updated frequently. Our school also uses the UPPG report which provides preferred written and oral communication for ELLs and Non-ELLS.

All parent communications are sent out in English and Spanish.
All parents must fill out two blue Emergency Contact cards at the time of registration: one is kept in the main office and the other one is kept in the nurse’s office. Teachers and school staff have access to the information on the cards.

We also have in-house staff members who speak Russian, Albanian, Arabic, and Vietnamese. If the home language is other than Spanish, Russian, Albanian, Arabic, or Vietnamese, we will contact the Language Line so the staff can speak to all parents regardless of the preferred language.

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>Albanian</td>
<td>2</td>
<td>0.004</td>
<td>2</td>
<td>0.004</td>
</tr>
<tr>
<td>Arabic</td>
<td>2</td>
<td>0.004</td>
<td>2</td>
<td>0.004</td>
</tr>
<tr>
<td>Bengali</td>
<td>1</td>
<td>0.002</td>
<td>1</td>
<td>0.002</td>
</tr>
<tr>
<td>Chinese</td>
<td>1</td>
<td>0.002</td>
<td>1</td>
<td>0.002</td>
</tr>
<tr>
<td>English</td>
<td>238</td>
<td>0.51</td>
<td>238</td>
<td>0.51</td>
</tr>
<tr>
<td>French</td>
<td>1</td>
<td>0.002</td>
<td>1</td>
<td>0.002</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td>1</td>
<td>0.002</td>
<td>1</td>
<td>0.002</td>
</tr>
<tr>
<td>Hausa</td>
<td>1</td>
<td>0.002</td>
<td>1</td>
<td>0.002</td>
</tr>
<tr>
<td>Spanish</td>
<td>216</td>
<td>0.47</td>
<td>217</td>
<td>0.47</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.

NA

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>Monthly Calendars</td>
<td>monthly</td>
<td>School staff translates letters/notice/flyers when translation is needed. We also use a DOE vendor to translate notices.</td>
</tr>
<tr>
<td>Parent-Teacher Conference</td>
<td>four times a year</td>
<td>These notices are translated by in-house staff. We also download document</td>
</tr>
</tbody>
</table>
September, November, March, and May | templates from the DOE intranet and we use a DOE vendor to translate notices for non DOE covered languages.

New York State Testing Dates | April and May | We utilize in-house staff to translate these notices. We also download document templates from the DOE intranet and we use a DOE vendor to translate notices for non DOE covered languages.

After School Programs Information | Monthly, based on what activities/programs are provided | We utilize in-house staff to translate these notices. We also use a DOE vendor to translate notices.

Reminder letters such as parent workshops and family reading night | Reminder letters go home on the week of the event. | We utilize in-house staff to translate these notices. We also use a DOE vendor to translate notices.

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>Parent-teacher conference dates</td>
<td>September, November, March, May</td>
<td>Some of our staff members speak languages such as Vietnamese, Albanian, Russian, and Spanish and they are always available to interpret for parents. For parents who have a preferred language not covered by school staff, we use an over-the-phone interpreter via Language Line.</td>
</tr>
<tr>
<td>Parent Engagement/ Conference with teachers as needed</td>
<td>mostly on Tuesdays which is our Parent Contact Day</td>
<td>We utilize in-house staff to interpret for parents. We also use an over-the-phone interpreter for languages not covered by school staff.</td>
</tr>
<tr>
<td>Family Reading Night</td>
<td>six times a year</td>
<td>We utilize in-house staff to interpret for parents.</td>
</tr>
<tr>
<td>Parent Concerns</td>
<td>daily basis</td>
<td>Some of our staff members speak languages such as Vietnamese, Albanian, Russian, and Spanish and they are always available to interpret for parents. For parents who have a preferred language not covered by school staff, we use an over-the-phone interpreter via Language Line.</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.

School staff is always available to translate and interpret as needed. Some of our staff members speak languages such as Vietnamese, Arabic, Albanian, Russian, and Spanish. In addition, to ensure that our staff can speak to all parents regardless of preferred language, we contact the Language Line to retain the services of an interpreter when a parent's preferred language of communication is one of the DOE covered languages. We also hire on-site interpreters when it's not a DOE covered language and we don't have in-house staff to help mediate a meeting in the parents' preferred language.

The school provides a list to each teacher which includes their students' names and parents' preferred language and contact numbers. It also includes, in BIG BOLD letters, the 1-800-Language Line number so teachers can speak to all parents regardless of preferred language.

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.

Our school will schedule a professional development session during Monday PDs on language access to ensure that all staff members are aware of the Chancellor’s Regulations A-663. Our personnel will receive information about the DOE’s language access resources such as the Language Line and how to use the translation services and the over-the-phone interpretation service. In addition, a memo will be distributed to all staff members to inform the school staff on language access requirements and the different resources available.

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.)

Letters in English and Spanish are sent to parents explaining their rights to receive information in their preferred language. In addition, a language identification Guide provided by the NYC Department of Education’s Translation and Interpretation Unit is posted at the security desk. Flyers are also sent and posted throughout the building stating that if a parent needs translation services, all they need to do is contact a staff member. The Adult Preferred Language Report (RAPL) is used to determine if the translation services of the DOE Translation Department are required. A student handbook goes home at the beginning of the school year and parents are required to sign a form stating they received the handbook. If parents prefer a language other than English or Spanish, a language not spoken by our personnel, or the DOE covered languages, we will notify them of how to access the language assistance for their
language by posting additional signage around the school in the languages spoken by the parents. In addition, the school staff will utilize the Language Line to let parents know that they can speak to staff in their preferred language.

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?

P.S. 360 will survey limited-English proficient parents in order to gather feedback on the quality and availability of the language services they receive. Our school will schedule a focus group of parents of all cultures and languages represented in our school to gather feedback and best practices on communicating with families. The school staff will translate the survey into Spanish, Arabic, Vietnamese, Albanian, and Russian. If parents prefer a language not offered by the DOE and not spoken by our personnel, our school will hire a translator to translate the survey. The survey will also be sent home to all parents who prefer a language other than English.