2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 10X396

School Name: P.S. 396

Principal: NICOLE TINE
Comprehensive Educational Plan (CEP) Outline

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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

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- Section 5D Framework for Great Schools Element - Effective School Leadership
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Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>PS 396</th>
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</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>10X396</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>321000010396</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>Prek-5</td>
</tr>
<tr>
<td>School Address:</td>
<td>1930 Andrews Ave Bronx, NY 10453</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-294-1134</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-294-7060</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Nicole A. Tiné</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:ntine@schools.nyc.gov">ntine@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Nicole A. Tiné</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Kirsten Taylor</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>April Smith Little</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Margaret Heubel</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Evelyn Rivera</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>n/a</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>n/a</td>
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### District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent:</td>
<td>Maribel Hulla</td>
</tr>
<tr>
<td>Superintendent’s Office Address:</td>
<td>1 Fordham Plaza Bronx, NY 10458</td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:MHulla@schools.nyc.gov">MHulla@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-741-5852</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-741-7098</td>
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### Field Support Center (FSC)

<table>
<thead>
<tr>
<th>FSC:</th>
<th>Bronx</th>
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<tbody>
<tr>
<td>Executive Director:</td>
<td>Jose Ruiz</td>
</tr>
</tbody>
</table>
Executive Director’s Office Address: 1 Fordham Plaza Bronx, NY 10458

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

Phone Number: 718-828-7776 Fax: 718-741-7098
### Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole A. Tiné</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Kirsten Taylor</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>April Smith Little</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Lourdes Marrero</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Evelyn Rivera</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
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<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>Margaret Heubel</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Gloria Dineen</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>Johanna Rodriguez</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Angela Francis</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Arlyne Marmalejos</td>
<td>Member/ Para</td>
<td></td>
</tr>
<tr>
<td>Nancy Camacho</td>
<td>Member/ Teacher</td>
<td></td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.
- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 396’s learning environment is flexible and responsive to the diverse needs of the “whole child” including social, emotional, and academic. Ongoing collaboration and mutual accountability maintains high expectations for the teaching and learning of all students and their continuously improving outcomes. Exemplary, cohesive instruction based on innovative thinking and student ownership enables each child to be productive and successful members of the community.</td>
</tr>
</tbody>
</table>
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.

Contextual Information:

● P.S. 396 is an elementary school with 300 students from pre-kindergarten through grade 5. The school population comprises 18% Black, 80% Hispanic, and 2% White students. The student body includes 20% English language learners and 30% special education students. Boys account for 55% of the students enrolled and girls account for 45%. The average attendance rate for the school year 2017-2018 was 93.4%.

● We are a school with a NEST program, ICT classes that supports both general education students and high functioning students on the autism spectrum towards meeting general education standards.

● We are a Bronx Arts Learning Community school which incorporates music, dance, theater, and visual arts into our curriculum with in-school arts certified teachers and through partnerships with CBOs to provide all grades with a 10-20 week arts residency throughout the year.

● We have an after school enrichment program that offers 3 cycles over the year of various sports and arts programs including: the school garden (through a partnership with Grow NYC), a co-ed sports club, Musical Theater Club (annual musical production), arts and crafts, STEM, healthy living, movie & book club, art, and computers.

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

Special Student Populations:

● Special Education NEST students- all students entering our program are carefully screened and while require social and behavioral supports through speech, OT, PT, and in-class behavioral supports they are of average or above average IQ.

● Special Education SETSS students- our students who participate in our SETSS programs work with special education providers to receive additional academic support in either literacy, mathematics or both to meet grade level standards.

● English Language Learners- our ELL students range from new arrivals to multi-year ELLs. We have designed our program as a full co-teaching model whereby students are not removed from their classroom but rather general education and ELL teachers co-plan and implement grade level appropriate lessons with multiple entry points allowing for both accessibility and differentiation for all students.

● Student in Temporary Housing- many of our students (and their parents) require additional emotional and social support in order to be successful which is supported through our full-time guidance, social worker, and school-based Morris Heights Clinic.

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.
Framework for Great Schools

Areas of Celebration:

1.3 You have made a number of strategic decisions to scaffold the school’s instructional goals. The adaptation of PBIS and RULER has been one such decision. It was evident during our walkthrough and the assembly I attended during your District Charter Collaboration visit, that the implications for improving the socio-emotional needs of your school community is a priority and is having impact on all learners. Collaborating with teachers and students to improve school culture has the potential for helping practice evolve in a myriad of ways. This work is a catalyst for further inquiry.

2.2 Ensuring that the array of assessments you use are aligned to the CCLS and curricula to garner data on key student understandings is a strength of practice under your leadership. This is complimented by teacher data tracking, both classroom and and even students who track their own data as a means of self-assessment. Collaboratively, you have been able to assess how specific strategies impact on questioning in the classroom. It has provided another lens with which to evaluate classroom assessments and support elevated teacher practice which can be evaluated via the Danielson Framework for Teacher.

3.1 The shared leadership model which flourishes under your guidance establishes a congruent vision of school improvement which is data and goal driven. The goals are not limited to school and teacher but are invested in students. This process is evolving thus cultivating more robust and rigorous goals that are learning objective aligned and becomes a mission that is school created. Your method of identifying focused goals is a great foundation for school improvement. It also provides coherence across content areas and grades with opportunities for better data harvesting which would yield support objectives and greater student intervention impact.

5.1 Your school has a process to regularly monitor and adjust decisions affecting the instructional core. The school’s instructional cabinet has created systems to review policies in relation to their use of resources, effectiveness of teacher feedback, and quality of teacher teamwork. This was evident in the constant review of the data that was present during our discussion such as the curriculum refinements, and professional learning cycle’s calendar aligned to student and teacher data/feedback. There were also elements of intervisitations to see best practices and the ability to provide nonrated feedback to each other. Professional cycles of learning were differentiated based on surveys and needs of the staff around questioning/discussion techniques, mathematical content and separate groups aligned by grade priorities.

Areas of Focus:

4.2 Support the teacher teams with best pedagogical practices around vertical alignments, specifically in scaffolding and differentiation across content areas. Ensure that teachers are using the professional learning time to create lessons with multiple entry points so that all learners have an opportunity to access the curriculum vertically.

To further develop our teacher teams we will institute additional vertical team planning days throughout the year, continue inter-visitations so teachers can give each other effective actionable feedback and use protocols during teacher team meetings.
1.2 Building on the established instructional practices, continue supporting teachers in improving their pedagogy by promoting student engagement in rigorous discussions with multiple entry points across grades and disciplines.

To further develop our teachers' practice in questioning and engagement we are expanding upon our systems of teacher collaboration to allow for greater collegial feedback in addition to supervisory feedback following both peer and administrative observations, instructional rounds (with Generation Ready Consultant), Monday professional development, new teacher induction, and mentoring.
### School Demographics and Accountability Snapshot for 10X396

#### Grade Configuration (2018-19)
- PK, 0K, 01, 02, 03, 04

#### Total Enrollment (2017-18)
- 339

#### 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): 3
- # SETSS (ELA): 35
- # Integrated Collaborative Teaching (ELA): 48
- # Special Classes (Math): 3
- # SETSS (Math): 31
- # Integrated Collaborative Teaching (Math): 48

#### # Visual Arts
- 18

#### # Music
- 18

#### # Drama
- 18

#### # Foreign Language
- 18

#### # CTE
- N/A

#### School Composition (2017-18)
- % Title I Population: 90.0%
- % Attendance Rate: 93.2%
- % Free Lunch: 90.0%
- % Reduced Lunch: 2.9%
- % Limited English Proficient: 22.4%
- % Students with Disabilities: 31.6%

#### Racial/Ethnic Origin (2017-18)
- % American Indian or Alaska Native: 0.6%
- % Black or African American: 18.0%
- % Hispanic or Latino: 78.2%
- % Asian or Native Hawaiian/Pacific Islander: 0.9%
- % White: 2.1%
- % Multi-Racial: 0.9%

#### Personnel (2015-16)
- Years Principal Assigned to School: 7.8
- # of Assistant Principals: 4
- % of Teachers with No Valid Teaching Certificate: 0%
- % Teaching Out of Certification: 7%
- % Teaching with Fewer Than 3 Years of Experience: 31%
- Average Teacher Absences: N/A
- N/A
- N/A

#### ELA Performance at levels 3 & 4
- 17.9%

#### Mathematics Performance at levels 3 & 4
- 15.3%

#### Science Performance at levels 3 & 4 (4th Grade) (2016-17)
- 68%

#### N/A

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

#### Overall NYSED Accountability Status (2018-19)
- No

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

#### Elementary/Middle School

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<tr>
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<tbody>
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<td>N/A</td>
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<tr>
<td>Hispanic or Latino</td>
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<tr>
<td>Students with Disabilities</td>
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#### High School

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#### 2018-19 CEP

13
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Data sources include: Math unit assessments, NYS Math Exams, MOTP observations; peer intervisitations (two rounds across the year); instructional rounds (four cycles across the year, conducted by outside administrators as well as internal teacher groups); Quality Review and PPO feedback; and various sources of student data from formative and summative assessments. Our math data is lagging behind our ELA data in recent years, particularly in our testing grades 3-5.

Priority Needs: With the implementation of the Five Practices our goal is to supplement our regular math workshop with rigorous high quality tasks that will require students to use both their procedural understandings as well as their conceptual knowledge to problem solve and explain their work accordingly.

Part 2 – Annual Goal

| Goal | By June 2019, teachers will implement the 5 Practices of Mathematical Discussions to enhance their math block, resulting in a 10% increase in student math scores as measured by their baseline and endline math assessment in each grade. |
### 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>Activity</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher induction committee/mentoring team for teachers in their first or second years</td>
<td>Mentors &amp; Mentees</td>
<td>September 2018-June 2019</td>
<td>Lead mentors, Assistant Principal, Administrative team, New Teacher Induction Team</td>
</tr>
<tr>
<td>Professional Learning cycle to understand the 5 Practices as applied in the classroom</td>
<td>Participating teachers</td>
<td>April 2018 - June 2019</td>
<td>PL committee, Math Instructional Lead &amp; Principal</td>
</tr>
<tr>
<td>Professional Learning summer bootcamp - an overview of the 5 practices</td>
<td>New teachers</td>
<td>August 2018</td>
<td>PL committee, Math Instructional Lead &amp; Principal</td>
</tr>
<tr>
<td>Professional Learning cycle - following up on the 5 practices</td>
<td>Classroom teachers</td>
<td>October - December 2018</td>
<td>PL committee, Math Instructional Lead &amp; Principal</td>
</tr>
<tr>
<td>Peer inter-visitations, with observation focus on the 5 practices</td>
<td>All teachers</td>
<td>October - November 2018</td>
<td>PL committee, administrative team</td>
</tr>
<tr>
<td>Instructional rounds- teacher leader lead classroom walkthroughs to offer non-evaluative feedback and analyze school-wide instruction trends.</td>
<td>All teachers</td>
<td>September 2018-June 2019</td>
<td>PL committee, administrative team</td>
</tr>
<tr>
<td>Summer grade planning to curate 5 practices math tasks</td>
<td>Classroom teachers</td>
<td>July - August 2018</td>
<td>Math Instructional Lead, Grade Leaders &amp; Administration</td>
</tr>
<tr>
<td>Ongoing grade planning to curate 5 practices math tasks</td>
<td>Classroom teachers &amp; Curriculum Team</td>
<td>September 2018 - June 2019</td>
<td>Math Instructional Lead, Grade Leaders &amp; Principal</td>
</tr>
<tr>
<td>Conduct baseline and endline math assessments</td>
<td>Classroom teachers</td>
<td>September 2018 &amp; June 2019</td>
<td>Classroom teachers</td>
</tr>
<tr>
<td>School-wide vertically aligned schedule with increased time for the 5 practices as well as math fact fluency.</td>
<td>Classroom teachers</td>
<td>September 2018- June 2019</td>
<td>Math Instructional Lead, Grade Leaders &amp; Administration</td>
</tr>
</tbody>
</table>
Peer Collaborative and Model Teachers to provide instructional support to new staff or those new to the classroom | Classroom teachers | September 2018-October 2018 | Peer Collaborative and Model Teachers

I-ready Math program will support student's math fact fluency and problem solving skills | Students | September 2018-June 2019 | Classroom teachers, Administration

Following each assessment period (September, November, January, March, June), we will engage in a review of student assessment data (i-ready) and math unit exams (Go Math) in conjunction with teacher MOTP data to date. | Students & Classroom Teachers | September 2018 - June 2019 | Classroom teachers, administration

### 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.

**Back to School Night, September 2018**

**Parent Teacher Conferences, November 2018, March 2019**

**Math Family Night, October 2018**

**Student work showcase, May 2019**

### 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.

- Per-session to support: summer grade planning, summer boot camp, New Teacher Induction committee, curriculum team
- Substitute teachers hired to support peer inter visitation periods and instructional rounds
- Math family night materials
- Monday Professional Learning sessions
- Tuesday other professional work time to score and analyze student baseline and end line data
- Additional salary stipend for Model teacher, math instructional lead and Peer Collaborative Teachers
- I-ready math software and diagnostic testing

**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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
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<th>Title II, Part A</th>
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<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
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</table>

**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.

Student assessment data from the mid-point math diagnostic will be reviewed in February 2019 to determine school-wide and individual student progress.

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

Leadership cabinet data review using observation and math unit, baseline and endline 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 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

**Data sources include:** Feedback from our Quality Review and PPO data shows our learning environment as an area of celebration. However, we continue to work on developing school-wide and classroom systems to support a positive approach to behavior management focused specifically on tier 2 and 3 students who require more individualized systems to support their learning and social emotional well-being. Data from our learning environment survey and OORS data shows that the area of classroom behaviors is an area of priority with an emphasis on particular students who contribute to consistent OORS reports across the year.

**Priority Needs:** In conjunction with the PBIS structures, RULER tools, and restorative practices already in place at PS 396, we will be implementing Crisis Conferencing (piggy backing off of our Nest Case Conference system). These conferences will allow staff to discuss and receive support to meet the needs of our at risk and high needs students. Administration and Guidance will co-facilitate while inviting teachers and other relevant staff members to provide meaningful background information as well as construct both short and long-term goals to improve student outcomes.

### 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–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019 we will see a 15% reduction in recidivism as measured by OORS reports through the implementation of school-wide Crisis Conferencing.</td>
</tr>
</tbody>
</table>
## 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>Ongoing implementation of restorative practices including Restorative &amp; Community Circles to foster students’ social emotional learning skills</th>
<th>Teachers in grades 3-5 &amp; administration</th>
<th>September 2018 - June 2019</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-wide turnkey of the RULER Feeling Words Curriculum will be ongoing throughout the year to introduce this work into our community circle time supporting student behaviors and vocabulary.</td>
<td>Principal, two lead teachers</td>
<td>September 2018 - June 2019</td>
<td>Principal, PL Committee</td>
</tr>
<tr>
<td>Professional Learning Cycle to establish class and school-wide expectations.</td>
<td>All teachers</td>
<td>September 2018 - June 2019</td>
<td>PL Committee, Grade Leaders</td>
</tr>
<tr>
<td>Instructional rounds to focus on the implementation, alignment and coherence of Social Emotional Learning Practices.</td>
<td>Selected teachers</td>
<td>October 2018</td>
<td>Administration</td>
</tr>
<tr>
<td>Teachers will use visuals to support ELL and SWD students’ comprehension of these abstract concepts of emotional intelligence.</td>
<td>All classrooms</td>
<td>September 2018 - June 2019</td>
<td>All teachers</td>
</tr>
<tr>
<td>Pilot of Crisis Conferencing</td>
<td>Selected staff</td>
<td>May - June 2018</td>
<td>Guidance &amp; administration</td>
</tr>
<tr>
<td>Crisis Conferencing</td>
<td>Selected staff</td>
<td>Monthly October 2018 - June 2019</td>
<td>Guidance &amp; administration</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

- Back to School Night, September 2018
- Parent Teacher Conferences, November 2018, March 2019
- Parent Engagement sessions, October 2018 - June 2019
**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.

Budget to support attendance at various workshops, purchasing of professional literature- "Restorative Circles & Restorative Justice in the Classroom." Scheduling across the year to support community circle meetings.

Substitutes to support Instructional Rounds

Per-session to support- Crisis Conference scheduling as needed

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

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<th>Tax Levy</th>
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**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.

In February 2019, administration will review OORS incident report data to measure if recidivism rates are decreasing as a result of goal related activities to determine if the school is on a course to meet the annual goal.

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

Incident report data, teacher feedback, PL reflection surveys.

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

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

Part 1 – Needs Assessment

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

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

Data sources include: MOTP observations; peer intervisitations (two rounds across the year); instructional rounds feedback (four cycles across the year, conducted by outside administrators as well as internal teacher groups); Quality Review and PPO feedback; feedback from TCRWP staff developers, and student reading and writing assessment scores.

Priority Needs: Our TCRWP units are structured so that the most rigorous components, which require higher-order thinking skills are sequentially structured taking place towards the end of each unit in bend 3. In the past teachers have spent time scaffolding and front-loading the units, often taking too long to complete bends 1 and 2 and short-changing or bypassing the work in bend 3. We have worked with our TCRWP staff developers to review the components of balanced literacy and create a schedule whereby each critical component has a designated time allowance each day. These components change from Kindergarten to Grade five as the work across these grades shifts and builds.

Part 2 – Annual Goal

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

By June 2019 teachers will indicate a completion of 70% or more of each reading and writing unit through the implementation of a vertically aligned school-wide schedule.
### Activities/Strategies

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consulting with staff developers to create a schedule of meaningful and necessary content for each grade across reading, writing and mathematics</td>
<td>K-5 Classrooms</td>
<td>March 2018 - September 2019</td>
<td>Staff developers &amp; Administration</td>
</tr>
<tr>
<td>Planning for a coherent school-wide master schedule with timing for key content aligned K-5.</td>
<td>K-5 Classrooms</td>
<td>April 2018 - September 2019</td>
<td>Grade Leaders &amp; Administration</td>
</tr>
<tr>
<td>Implementation of our new master schedule</td>
<td>K-5 Classrooms</td>
<td>September 2018 - June 2019</td>
<td>Grade Leaders &amp; Administration</td>
</tr>
<tr>
<td>Continued work with our TCRWP &amp; Math in the City Staff Developers</td>
<td>K-5 Classrooms</td>
<td>September 2018 - June 2019</td>
<td>Grade Leaders &amp; Administration</td>
</tr>
<tr>
<td>Peer Collaborative and model teachers will work with teachers in need of support (self-selected) in 6 - 8 week cycles on an agreed upon goal to improve an aspect of their instruction.</td>
<td>Peer Collaborative and model teachers</td>
<td>October 2018 - June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Mentee teachers will set up inter visitations with a peer collaborative or model teacher to observe effective and highly effective practices related to the goal they set.</td>
<td>Teachers</td>
<td>October 2018-June 2019</td>
<td>Peer collaborative and model teachers</td>
</tr>
<tr>
<td>Provide scheduled time for peer collaborative and model teachers to meet with their mentee teachers during their preps or other scheduled time.</td>
<td>Peer Collaborative and model teachers and mentee teachers</td>
<td>October 2018-June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Quarterly check-in meetings between peer collaborative and model teachers to identify teachers in need of support, monitor progress, offer support and plan as needed.</td>
<td>Peer Collaborative and model teachers</td>
<td>October 2018 - June 2019</td>
<td>Principal</td>
</tr>
<tr>
<td>Monthly Curriculum Team meetings</td>
<td>Curriculum Team</td>
<td>October 2018 - June 2019</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>ATLAS Rubicon software for curriculum units</td>
<td>Curriculum Team</td>
<td>July 2018 - June 2019</td>
<td>Grade Leaders, Administration</td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

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

Back to School Night, September 2018

Parent Teacher Conferences, November 2018, March 2019

Student work showcase, May 2019

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.

Scheduling common planning and time for intervisitation between mentee teachers and peer collaborative or model teacher.

Circular 6 common planning periods to supplement weekly common planning preps

Monday 80 professional learning sessions

Additional funding for three peer collaborative and one model teacher

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

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Part 5 – Progress Monitoring

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

In February 2019 administration will review the curriculum units uploaded in our ATLAS software across reading, writing and math to check in with the extent of completion for each unit.

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

Administrative data review using the student work protocol to evaluate the strength of the units.

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

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

Part 1 – Needs Assessment

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

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

Data was gathered from sources including: 2017-2018 MOTP observations; 2017-2018 peer intervisitation (two rounds across the year); 2017-2018 instructional rounds (four cycles across the year, conducted by outside administrators as well as internal teacher groups); 2017-2018 PPO feedback; and various sources of student data from formative and summative assessments.

Trends in data indicate the following Priority Needs: Our learning environment is based on the belief system that students learn best through a variety of learning experiences that tap students’ learning styles. Across classrooms students work in centers using a wide variety of scaffolds and supports including, the use of manipulative material, additional visual material, turn and talk opportunities and small group instruction. However, teacher questioning that elevates and extends student thinking to more advanced levels of critical analysis and evaluation is not yet a consistent practice school wide. A trend in teacher observations shows that staff is struggling with ways to plan for highly engaging student-centered tasks and to give students action based feedback through formative assessments.

Part 2 – Annual Goal

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

By June 2019 there will be an 15% increase in the alignment of lesson objectives, student tasks and formative assessments as measured by the MOTP rating for competencies 1e, 3c and 3d for teachers with previously developing ratings in these competencies.
### Part 3a – Action Plan

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

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

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<th>Target Group(s)</th>
<th>Timeline</th>
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<tr>
<td>Instructional rounds- All teachers will participate in classroom walk-throughs with a coherent focus for each. The focus of the instructional round will be aligned with the school-wide vision, and the focus of concurrent professional learning cycle (Monday PL and lab sites with consultants from TCRWP, Math in the City, and curriculum mapping with Dr. Heidi Hayes Jacobs).</td>
<td>All Teachers</td>
<td>October 2018-June 2019</td>
<td>Leadership Team</td>
</tr>
<tr>
<td>Professional learning plan</td>
<td>All teachers</td>
<td>September 2018 – June 2019</td>
<td>Professional Learning Team</td>
</tr>
<tr>
<td>Professional learning will be run in 6 cycles across the year. During Monday PL, teachers will choose which “mini-course” they wish to participate on during that cycle (there will be a menu of options), aligned with their professional goals (met about during initial planning conferences). For lab sites, teachers will sign up for a course of study, and have “specialists” from grade teams focus on one area of lab site per cycle.</td>
<td>All teachers</td>
<td>April 2019 - June 2019</td>
<td>Leadership team &amp; professional learning team</td>
</tr>
<tr>
<td>Retreats</td>
<td>All teachers</td>
<td>August 2018 - June 2019</td>
<td></td>
</tr>
<tr>
<td>All staff will be involved in retreats across the year. This will reinforce vision as connected to practice that increases student outcomes. We will engage in a curriculum retreat for teachers our curriculum leadership team and a Social Emotional Learning retreat for teachers who are focused on school-wide SEL systems; and a community building/visioning staff-wide retreat on Chancellor’s Day. Planning from these retreats focuses on school-wide goals, and needed professional development to achieve these goals.</td>
<td>All teachers</td>
<td>August 2018 - June 2019</td>
<td></td>
</tr>
<tr>
<td>Small group instruction will support individual needs of students with disabilities and English Language Learners</td>
<td>All teachers</td>
<td>September 2018 - June 2019</td>
<td>All teachers</td>
</tr>
<tr>
<td>Grade-based parent workshops to review grade-level expectations and strengthen home-school connections.</td>
<td>All teachers</td>
<td>October 2018 - May 2019</td>
<td>All teachers</td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of 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.

Back to School Night, September 2018

Parent Teacher Conferences, November 2018, March 2019

Student work showcase, May 2019

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.

Instructional rounds will require substitute coverage and schedule adjustments. Human resources include leadership team members to plan the rounds, as well as participants in the rounds, and sharing findings with the staff during Monday PL.

Professional learning plan will involve scheduling with staff developers, and substitute coverage and scheduling for lab sites. It will also include resources from professional learning team to plan out year long trajectory.

Retreats will require substitute coverage and schedule adjustments. Human resources include professional learning time to plan the retreats, as well as participants in the retreats.

Teachers will have the opportunity to receive per-session to attend our Summer Professional Learning Academy.

Per-diem will be used to provide substitute teachers in order to release teachers for Instructional Rounds and outside professional learning sessions.

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

At the end of the second cycle of teacher observation in January 2019, administration will review MOTP progress of the targeted teachers to see if 1e, 3c & 3d has increased in their MOTP ratings with ratings trending towards effective in each of these three areas.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
We will use MOTP data as our main quantitative measure. We will also qualitatively look at feedback from observations, as well as from professional learning activities.

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

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

**Part 1 – Needs Assessment**

<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
<th>Data Sources</th>
<th>Priority Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
<td>In the past 8 years our school has not met the citywide attendance average of 94%. We believe with increased attendance, we will see an subsequent improvement in academic progress as well as student behaviors.</td>
</tr>
<tr>
<td>2</td>
<td>What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
<td></td>
</tr>
</tbody>
</table>

**Data sources include:** Monthly and annual class and school-wide attendance reports.

**Part 2 – Annual Goal**

**By June 2019 our school will demonstrate improved student attendance as evidenced by an increase to 94% annual attendance or above, meeting or exceeding the citywide average.**
### 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>Activity/Strategy</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back to School Night</td>
<td>All parents</td>
<td>September 2018</td>
<td>Grade Leaders</td>
</tr>
<tr>
<td>Automated call/text system to be implemented to inform parents of upcoming school events.</td>
<td>All parents</td>
<td>September 2018 - June 2019</td>
<td>Parent Coordinator and administration</td>
</tr>
<tr>
<td>Monthly attendance reports to be shared with teachers</td>
<td>Prek - 5 Classrooms</td>
<td>October 2018 - June 2019</td>
<td>Guidance counselors, attendance worker &amp; administration</td>
</tr>
<tr>
<td>Class with Most Improved Attendance will be recognized and rewarded at our monthly ROCKIN Assembly</td>
<td>Selected class</td>
<td>October 2018 - June 2019</td>
<td>Guidance counselors, attendance worker &amp; administration</td>
</tr>
<tr>
<td>Parent recognition letters for perfect monthly attendance</td>
<td>Selected parents</td>
<td>October 2018 - June 2019</td>
<td>Guidance counselors, attendance worker &amp; administration</td>
</tr>
<tr>
<td>Home visits will be made to students with chronic absenteeism</td>
<td>Selected families</td>
<td>September 2018 - June 2019</td>
<td>Family worker, attendance worker &amp; Guidance counselors</td>
</tr>
<tr>
<td>End of year Attendance Carnival for students &amp; parents with 95% or higher annual attendance to date</td>
<td>Selected students</td>
<td>June 2019</td>
<td>Guidance counselors, attendance worker, classroom teachers &amp; administration</td>
</tr>
<tr>
<td>Monthly school attendance meeting to review school-wide data and address any individual student concerns</td>
<td>Attendance Team</td>
<td>September 2018-June 2019</td>
<td>Guidance Counselors &amp; Administration</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.
Back to School Night, September 2018
Parent Recognition letters for perfect monthly attendance October 2018 - June 2019
Home Visits, September 2018 - June 2019
Parent Teacher Conferences, November 2018, March 2019
ROCKIN Assemblies October 2018 - June 2019
Attendance Carnival June 2019

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.
Translation services, common planning time, parent coordinator to help with scheduling and parent outreach. Parent Association to support parent outreach.

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

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In February 2019 administration will review student attendance data, identify patterns and trends, and plan next steps towards meeting our overall goal by June 2019.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
Data review of student attendance rates based on monthly reports by class and grade.

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>
</table>
| English Language Arts (ELA)                | Following each quarterly assessment period teachers review student data and recommend students for /RTI services. | 1. During instructional time students benefit from push-in and pull-out support taking place during the literacy block. AIS providers work with small groups of children during Reader’s and Writer’s Workshop. Many students also receive one to one intervention from AIS providers and Reading Recovery Teachers.  
2. AIS students also receive support during Saturday Academy from January-April.  
3. Comprehensive reading programs used for intervention (Fundations, Wilson, and Literacy Lesson Interventions) are designed to develop students understanding and knowledge of concepts of print using the alphabetic principle and other | Tier One- whole group support  
Tier Two- small group support  
Tier Three- intensive small group support | • During school day  
• Saturday |
basic conventions of the English reading and writing system. Furthermore these programs help our students develop proficiency in reading with a capacity to comprehend text across a range of types and disciplines.

4. Reader’s Workshop: Through Guided Reading lessons, instruction is delivered in groups of 4-6 students during the school day using mentor text such as The Continuum of Literacy Learning by Fountas and Pinnell, Key Links Literacy, Kaplan, Fundations, Wilson, Sadley-Oxford, First Little Readers, Scholastic/Times for Kids Magazines and Harcourt programs, teacher made materials and formal and informal assessment. Multiple-choice and brief and extended response questions are used in a consistent lesson format, targeting instruction, practice, and reinforcement.

Writer’s Workshop: Through the development of writing styles and thematic units
student are exposed to different text types and purposes to adequately master a range of skills and application. Through Guided writing lessons using shared writing or interactive writing are used, instruction is delivered in groups of 4-6 students during the school day using The Writing Process, The Continuum of Literacy Learning by Fountas and Pinnell, Lucy Calkins Approach (Teachers College), Up the Ladder is used in 3-5 to support the TCRWP Units Handwriting Without Tears, the six traits of writing, teacher made materials and formal and informal assessment.

| Mathematics | Following each quarterly assessment period teachers review student data and recommend students for /RTI services. | 1. During instructional time students benefit from push-in and pull-out support taking place during the math block. providers work in small groups of children during Math Workshop.  
2. Many students also receive one to one intervention from providers. students also receive support during Saturday Academy from January-April. |
| --- | --- | --- |
|  |  | • Tier One- whole group support  
• Tier Two- small group support  
Tier Three- intensive small group support |
|  |  | • During school day Saturday |

**2018-19 CEP**
Comprehensive math programs used for Interventions (Engage NY, Go Math, and IxL) are designed to develop students understanding and knowledge of the mathematical process. Lessons are designed to engage students with a balanced combination of procedure and understanding.

| Science | Following unit assessments teachers review student data and recommend students for RTI services. | Small group instruction is provided to support students with understanding science concepts, the scientific method, and test sophistication during the school day. In addition to the mandated periods of science, students visit our on-site science lab. Through the use of exploration, hands on experience and project based learning students are exposed to the use of vocabulary to strengthen higher order thinking. Scientific writing journals are used as a reflective tool of instruction. | • Small group  
• One-on-one  
• Whole class | • During school day |

| Social Studies | Following unit assessments teachers review student data and recommend students for RTI services. | 1. Small group instruction is provided to support students with understanding social studies content, develop enduring  
2. Whole class instruction is provided to support students with understanding social studies content, develop enduring | • Small group  
• One-on-one  
• Whole class | • During school day |
understandings, practice responding to document based questions during the school day.

2. Through the use of thematic units of study social studies lessons are integrated with the literacy allowing for students to practice basic life skills. Through the use of exploration, hands on experience and project based learning students are exposed to the use of vocabulary to strengthen higher order thinking.

A Social Studies specialty teacher will work with classes on each grade collaborating with classroom teachers to support content-based learning and literacy skills.

| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Students are identified by teachers and administrators and as mandated by students’ IEPs | 1. The guidance counselors provides individualized and small group counseling. Students are assisted in learning how to deal with personal issues such as, academic, social-emotional, family oriented, and health concerns. The guidance counselors help students express their feelings and find positive solutions to issues and sort through situations. This is | • Small group  
• One-on-one  
• During school day |
accomplished through the use of play therapy, educational materials, and counseling techniques.

2. The school psychologists offer clinical services, agency referrals, educational evaluation referrals and social and personal services during the school day to at risk students. These services will identify emotional, social and neurological factors that affect students’ performance and provide perspective measures that address their needs by suggesting additional support services. Bilingual intervention is provided for students who are proficient in the English language.

3. The social worker provides counseling services to at risk students who are identified by school staff, students’ parent and observations. Services are provided during the school day, one period a week or more frequently if needed. Students are supported in learning how to deal with various personal and family issues that are
affecting student’s progress. Through the use of Solution Oriented Brief Counseling Program, students are given the opportunity to express feelings and improve social skills while working in small groups.

4. In addition to various services provided to at risk students, Morris Heights an on campus clinic provides students with medical services. Students are assisted in learning how to cope with health related issues such as obesity, diabetes, allergies, open air ways for asthmatic patients, follow ups, vaccinations, and referrals. The clinic also offers a hygiene and body image awareness workshop for students.

5. Our IEP Teacher supports the creation of IEP goals and the management of the IEP process at our school.

6. Our NEST Coach provides parents, teacher and student support towards meeting the goals of our NEST program and the integration of NEST students amongst the general
education population.

7. Administration has created two Special Education Teams that meet bi-weekly to support the needs of our students: the SIT team and our Nest Cabinet.
## Section 7: Support for Students in Temporary Housing (STH)

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

### Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

### Part A: FOR TITLE I SCHOOLS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>94 students</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Differentiated small group intervention, parent outreach, counseling support as needed. Students will be given school uniforms and book bags for those in need. Counseling services with our guidance department and/or referrals through Morris Heights Health Clinic as needed.</td>
</tr>
</tbody>
</table>

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>n/a</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
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 a [STH liaison](mailto:sthliaison@schooldistrict.org).
Section 8: Title I Program Information

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

We have designed an interview committee comprised of our most invested teachers, which has become an integral part of the hiring process. The teachers on the committee are responsible for reviewing resumes, selecting candidates, scheduling interviews and holding interviews. During each interview, committee members ask each candidate a set of questions which were a product of a collaborative effort of the teachers and administration. Committee members use a rubric designed by administration to rate the candidate’s responses. The data is recorded and stored on Google Docs. If it has been determined by the interview committee that the candidate is a strong one based on his/her responses, they hand the candidate a student work sample of his/her choosing. The candidate analyzes the work sample and is asked to provide feedback to the committee after analyzing the work. The accuracy of the feedback coupled with the strength of the candidate’s responses determines whether or not (s)he is invited to perform a demonstration lesson at the school. After the candidate completes the demonstration lesson in a class/grade (s)he would most likely be working if (s)he were to be hired, which is observed by administration and teachers, (s)he has the opportunity to debrief the lesson and have a conversation with administration. The final part of the hiring process consists of following up with the candidate’s references and reviewing the results of each step in the interview process to determine whether or not the candidate will be asked to be a part of the staff. The candidate is then contacted by administration about the decision that has been made.

New teachers are partnered with mentors; effective and highly effective tenured pedagogues. The mentors coach new teachers to through non-evaluative observations and meetings where mentors provide feedback and support for new teachers to improve their instructional practices as well as behavior management strategies. Our lead mentors (3) have participated in additional training through the New Teacher Center and all mentors have completed the 12 hour mentor course. We are currently designing a teacher induction program for teachers new to the building that includes regularly scheduled meetings for new teachers to inform teachers of protocols, regulations, drills, compliance, school culture, common practices, school-wide expectations and routines, etc. and to provide a forum for them to ask clarifying questions as the school year progresses.

The administrative cabinet, in collaboration with invested teachers, determine assignments based on teachers’ strengths, preferences, and the compatibility of staff members to maximize the potential for teacher success and therefore student success.

Throughout the year administration works with its consultation partners to reach out to highly qualified candidates at Hunter College and NYU. Additionally the school regularly receives requests for student teacher placements from
Teachers College, Fordham and Bank Street College of Education. Administrators regularly conduct informal assessments with student teachers and have successfully recruited full-time teachers through this process.

Additionally, our lead mentor, a veteran teacher and grade leader also supports new teachers through our portfolio collaboration committee which offers assistance and support to any un-tenured teacher working towards the completion of their probationary period.

Ongoing school-wide PD sessions are offered to all teachers including Teachers College lab-site days, Teachers College PD days, Monday PD cycles, Co-teaching consultation, lunch and learns, Teacher Effectiveness sessions and additional sessions regarding city-wide expectations.

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

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).</strong></td>
</tr>
<tr>
<td>This year our Professional Learning Committee, comprised of administration and teachers, collaborate to determine the professional learning that would best meet the needs of our teachers differentiating depending on teachers experience and instructional practice, enabling all students to meet Common Core State Standards. The data collected from teacher ratings, student data, and conversations had with teachers through IPCs, post-observation meetings, and EYC are all used in selecting the professional learning opportunities that will be offered to the staff. On-going professional learning through the Teachers’ College Reading and Writing Project, Math in the City, as well as the ASD Nest Support Project is offered to staff members on a regular basis throughout the year, through professional learning workshops and regularly scheduled opportunities for teachers to meet with consultants from each organization.</td>
</tr>
<tr>
<td>The Professional Learning Committee is also responsible for designing professional learning for the 80 minute PD sessions on Mondays. These sessions include, but not limited to: rounds of peer observation and opportunities for teachers to provide non-evaluative feedback on those observations; teachers’ turn-keying information out of the building professional learning workshops that is relevant to our school and student body; designing inquiry studies where teacher self-select an area of focus based on their student data; and professional book clubs.</td>
</tr>
<tr>
<td>The Professional Learning Committee also designed a Summer Academy, giving new and veteran teachers the opportunity to deepen their practice in preparation for the new school year.</td>
</tr>
<tr>
<td>Additional PD offered to teachers include:</td>
</tr>
<tr>
<td>Go Math Training, July 2018 – ongoing</td>
</tr>
<tr>
<td>Math in the City, July 2018 - ongoing</td>
</tr>
<tr>
<td>Teachers College Reading and Writing Project Summer Institutes, July - August 2018, Lab-sites and calendar days September 2018 - ongoing</td>
</tr>
</tbody>
</table>

### 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/info, early intervention services, etc.).

- Kindergarten registration information sent home to parents and available on our school website.
- Parents are given information regarding remarkable developmental milestones as well as information and activities that can be done at home to prepare their child for Kindergarten. Invite parents into our school to meet with Kindergarten Teachers and receive an overview of expectations.

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

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

- MOSL Committee
  - Monthly Grade Leader meetings
  - Weekly grade meetings
  - Assessment updates communicated to staff during professional learning sessions and/or grade meetings, weekly emailed newsletter, and periodic visits to grade meetings by our Testing Coordinator
  - Assessment workshops offered by Testing Coordinator to ensure understanding of procedures and policies.
  - Professional learning committee including both administration and teachers will review assessment data and plan/implement professional learning sessions both during Mondays and during school lab-sites.
  - Curriculum team including grade leaders and additional teachers on each grade meets monthly to align units in all core content area both across the grade to meet the needs of all learners and vertically across all grades to ensure there is a clear progression of learning from K-5.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes\(^1\). To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and
purposes of each program whose funds are consolidated². 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</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>295,374</td>
<td>x</td>
<td>7</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>51,038</td>
<td>x</td>
<td>5</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>12,366</td>
<td>x</td>
<td>LAP</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>2,007,745</td>
<td>x</td>
<td>5</td>
</tr>
</tbody>
</table>

²Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.
The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aims to improve instruction and address the identified needs.

- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

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

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

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

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

- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

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

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

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

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

<table>
<thead>
<tr>
<th><strong>Support for Parents and Family Members of Title I Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PS 396</strong> will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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)

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

I. School Responsibilities: High Quality Curriculum

Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State’s Standards and Assessments by:
● using academic learning time efficiently;

● respecting cultural, racial and ethnic differences;

● implementing a curriculum aligned to the Common Core State Learning Standards;

● offering high quality instruction in all content areas;

● providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

● convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;

● arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

● respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;

● providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

● involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

● providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

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 with all members of the school community;

● supporting parental involvement activities as requested by parents;

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

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

II. Parent/Guardian Responsibilities

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

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

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

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

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

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

● encourage my child to follow school rules and regulations and discuss this Compact with my child;
● volunteer in my child’s school or assist from my home as time permits;

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

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

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

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

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

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

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

III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

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

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

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

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

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

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

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

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

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

### Part A: School Information

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

This school is (check one): ☑ conceptually consolidated (skip part E below) ☐ NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Before school ☐ After school ☑ Saturday academy</td>
</tr>
</tbody>
</table>

Total # of ELLs to be served: ______

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

<table>
<thead>
<tr>
<th>☐ K</th>
<th>☐ 1</th>
<th>☑ 2</th>
<th>☑ 3</th>
<th>☑ 4</th>
<th>☑ 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 6</td>
<td>☐ 7</td>
<td>☐ 8</td>
<td>☐ 9</td>
<td>☐ 10</td>
<td>☐ 11</td>
</tr>
</tbody>
</table>

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:**

The rationale for the program is to provide English Language Learners with extra support and learning to better prepare them for state exams including the NYSESLAT, ELA and Math. All ELL students in gr. 2-5 will be invited to our Saturday Academy program, including students who are in their first year following testing proficient on the NYSESLAT. The Saturday Academy program will run January through April for four hours each session, and led by certified ENL teachers. Students will be placed in co-teaching classrooms to allow for more individualized attention and smaller group sizes (22 students maximum class with 2 teachers in each class). Co-planning occurs during a minimum of one common prep each week and co-teaching between the ENL certified teacher and content area teacher. Additionally, teachers will spend one hour every other Saturday, outside of instructional time, and engage in action research around looking at student work and identifying implications for future instruction focused on ELL-specific scaffolding to maintain rigor.

In addition to the materials used in school to help the students prepare for the exams, on Saturdays students will be provided with supplemental materials, specifically for the Saturday program. Teachers in grade 2-5 will create targeted materials for the specific groups with which they worked. In addition, teachers in grades 3-5 will utilize test prep materials, specifically for Saturdays, the STARS (Strategies to Achieve Reading Success) and STAMS (Strategies to Achieve Mathematics Success) series books.

Students will be grouped according to proficiency level to allow for more targeted instruction. Teachers will conduct ongoing running records every two weeks to ensure we are targeting the necessary skills for each student to see literacy progress. The program will also use both literacy and math games to create a fun and engaging session where students can work on skills.

Teachers will use the Imagine Learning program that conducts online assessments and creates individualized instructional programs targeting specific areas of need for each student. Teachers will instruct students using the Imagine Learning program as a supplemental resource. When using the program on their own in the classroom, the duration will be 20 minutes per student and will rotate through all of the students so that all ELL students in each class will have access to the program at least 1 time, if not more, through their 6 classroom teachers. When in use out of the classroom for small group instruction with the 3 ENL teachers, the program will be used for 30-45 minutes depending on the lesson for the day.

The program is focused on oral language, academic vocabulary, instruction in the five essential components of reading, and strategic first-language support. Students will learn through videos, pictures, glossaries, and direct translations. There is direction instruction, as well as games for...
Part B: Direct Instruction Supplemental Program Information

students. The program can be used individually or in small group format with the ENL or classroom teacher.

All ELL students K-5 will also have access to Imagine Learning during the regular school week, to be used to transfer learning from Saturday sessions, during supplemental instructional time outside of mandated ENL service minutes and core instruction periods.

Attendance will be taken every morning upon arrival and families signed out their children during dismissal each day. Both records of attendance will be kept in a locked cabinet in a file in the main office. Parents will be notified in English and in their preferred language in writing (via their child’s bookbag) whenever notifications are sent out (ex: the start of the program, when program would not be held, etc.). In addition, teachers will meet with individual families to discuss student progress and would inform parents of these meetings in person, by phone or in writing. These notifications were done in the parent’s preferred language as well (as were the meetings themselves).

Families are given access to Imagine Learning to use at home, as well as activities and games (both online and with manipulatives) to further connect the material taught on Saturdays.

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: 

The professional development plan at PS 396 has three different components. The first component involves sending the three ESL teachers to attend off-site workshops throughout the school year. Examples of workshops they are already signed up for include: New ESL Teacher training (for ESL staff new to the profession), ESL Liaisons Meeting (for the ESL Coordinator/Teacher), as well as Writing, Interactive Writing and Repeated Reading Can Be the Forum for Moving Kids from Levels A/B to C—the Critical Work of This Month and The Intersection of Reading Workshop and English Language Instruction: Using Reading to Teach Language and Vice Versa. Having the three ESL staff members attend trainings offered in the city helps them grow professionally and better target their students' needs to increase academic achievement. The various workshops the three staff members will attend throughout the year range from half to full day workshops and topics will range from ELL specific to classroom based Literacy instruction, which benefits the ELLs in those rooms. The workshops are provided either through the NYC DOE or Teachers College.

A tentative schedule for off-site PD for our ELL teachers includes:
• ELL Liaison workshop, TBA throughout the year
• ELL Literacy workshop: The Intersection of Reading Workshop and English Language Learners (TCRWP), Fall 2018
• ELL Literacy workshop: Interactive Writing and Repeated Reading for English Language Learners (TCRWP), Winter 2019
• ELL Literacy workshop: Book Clubs and Partner Talk for English Language Learners (TCRWP), Spring 2019
Part C: Professional Development

- Sept-June: co-teaching/co-planning PD sessions between ESL and Common Branch teams with special education consultant, through NYU (5-10 days across the year; on site)
- Sept-June: ELL instruction study group with TCRWP staff developer (5 days across the year; on site)

The second component of the professional development plan at PS 396 involves weekly, 45 minute, ESL Team Meetings amongst the three ESL staff members, lead by the ESL Coordinator, which occur during the scheduled ESL Team Meeting period. The purpose of these meetings is to work collaboratively with each other to increase the cohesiveness of the ESL department, stay current on new trends and best practices in the ESL field, and plan for targeted instruction to increase the ELL students' knowledge and skills in the area of literacy, as assessed through formal and informal assessments both in and out of their general education classrooms and with the ESL team, as well as troubleshoot unexpected issues as they arise. Examples of topics already covered include: streamlining the NYSITELL and LAB-R process, turnkeying information on the Home Language Progressions and planning for implementing them, as well as using them to track student growth over time, and professional development provided by the ESL Coordinator to the new staff on Guided Reading, target small group instruction for beginners and how to best use data to inform instruction.

The final component of the 396 professional development plan is having the ESL staff provide professional development workshops to the rest of the staff. This will happen at times during the Monday PD block after school in 45 minute blocks. The first workshop is tentatively scheduled for December 2018 on Making the Classroom ELL Friendly: The Basics and will focus on making language comprehensible, being sensitive to the needs of ELLs, and an introduction to the difference between BICS and CALP. Follow up workshops are planned on: Adapting Lesson Plans for ELL Students: The SIOP Model (which will also include a focus on engagement, higher order thinking and assessment) and Understanding Cultural Diverse Child Rearing Practices to Better Understand the Whole Student (which focuses on looking at children through the lens of their families). Other opportunities for this learning occurs during 45-minute grade level team meetings (during the school day), where the ENL staff members push in to train select groups of staff on topics in 20-minute intervals on such topics as: Self-Assessment on How ELL Friendly your Classroom Is, BICS vs. CALP by Grade, New Language Progressions in General Education Classroom with Your ELL Students and NYSESLAT Test Prep.

The materials needed for these workshops will consist of staff-made PowerPoints, handouts, and DVDs. The three ESL teachers will run these workshops for the staff. While they will be doing them during school hours they will still exceed the weekly student times for their ESL students. All three ENL teachers push in to classrooms for 500 minutes per week, leaving an additional 150 minutes beyond the requirement for Beginner and Intermediate ESL students and an additional 320 minutes beyond for Advanced ENL students. Workshops (for all staff and/or small groups of staff) will occur about once a month.

Prior to attending a PD, teachers submit the agenda to the principal for approval. While at the PD the teacher signs the attendance sheet for the workshop, which is also shared with the school upon request. After attending the workshop each PS 396 ENL teacher submits additional materials to share with other related staff and turnkeys the event in the building to share the knowledge learned. If the event is held in house copies of the attendance are maintained in locked cabinet in the office along with a copy of the agenda. The teachers providing the ENL PD, are the ENL teachers: Dr. Katie Prince (ENL Coordinator & ENL Teacher), Sophia
### Part C: Professional Development

Harrington (ENL Teacher), Sam Greet (ENL Teacher). These are the same teachers who attend the ENL trainings off-site throughout the year, as well as through TC.

### Part D: Parental Engagement Activities

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

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

Begin description here:

Parent engagement activities occur in two primary formats at PS 396, with other activities occurring on an ongoing basis (including ELL team collaboration and planning of individualized sessions with parents of ELLs during weekly parent engagement blocks). Many of the parents at PS396 are ELLS themselves. They struggle with the English language and want support in learning the language better. In addition, they also have difficulty helping their children at home with the academics and ask for support in helping their children. They want to support their children academically but are often unsure of how to do this. Are ESL Parent Course helps parents learn English, while are Parent Workshop series provides them with strategies for working with their children at home to support them with the curriculum.

The first format is the ESL Parent Course, where parents learn English from 2 staff members, both of whom are certified in Reading Recovery and one is a certified Bilingual teacher. This course runs 3 days per week from October-May for about 29 weeks and is 60 minutes in duration per class. Parents learn how to speak, listen, read and writing in English during this time. Parents were notified about participating in the class through translated flyers that went home, as well as through direct conversations in the home language. Parents will be active participants in the ESL Parent Course- it will be completely centered around them- the focus being for them to increase in reading, writing, listening and speaking through participation and activities.

The Parent Workshop series involves parents and their children. Parents are taught through direct instruction and modeling how to do specific activities with their children and then immediately practice doing them with their children as teachers circulate to provide coaching and answer questions.

The second format of activities for parent engagement at PS 396 involves having the ESL staff members run parent workshops throughout the year, targeted towards parents of ELLs. These workshops are 60 minutes in length and will occur either at the start of the school day after parents drop off their children or immediately after school. Providing both time frames is important for parents to ensure that more parents can attend, as a result of time constraints related to work, day care, etc. The first of these scheduled workshops will occur in December 2014. Topics to be covered during the year include: How to Help Your Child with Reading at Home, How to Help Your Child with Writing at Home, How to Help Your Child with Math at Home, How to Help Your Child with Homework at Home and How to Prepare Your Child for the NYSESLAT. Workshop topics will be subdivided into grades K-2 and 3-5 so as to better target the content. Parents will be notified by translated letters going home in bookbags, as well as orally in the home language.
### Part D: Parental Engagement Activities

The ENL Parent Course is run by Myrna Mendez (also a licensed ENL Teacher)

The Parent Workshop Series is run by the 3 ENL Teachers: Dr. Katie Prince, Sam Greet, and Sophia Harrington.

Parent invitations are sent out in English and in the parents’ preferred language in students’ bookbags. Parents are also reminded at arrival and dismissal in their preferred language. When parents arrive at a workshop they sign an attendance sheet. The attendance sheet and a copy of the agenda are then stored in a locked cabinet in the main office.

### 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 | $10,000 | Teacher per-session |
| Purchased services  
  • High quality staff and curriculum development contracts. | n/a | n/a |
| Supplies and materials  
  • Must be supplemental.  
  • Additional curricula, instructional materials.  
  • Must be clearly listed. | $1155  
$1211 | Advance all Grade reading sets levels A-M for grades 2-5  
Notebooks, pencils, chart paper |
| Educational Software (Object Code 199) | n/a | n/a |
| Travel | n/a | n/a |
| Other | n/a | n/a |
| **TOTAL** | $12,366 | n/a |
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>Bronx</td>
<td>396</td>
</tr>
</tbody>
</table>

School Name: PS 396X

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>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Nicole Tine</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Douglas Costello</td>
</tr>
<tr>
<td>Coach</td>
<td>type here</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Katie Prince</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Ana Martinez Hollinger</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Sophia Harrington/ENL</td>
</tr>
<tr>
<td>Parent</td>
<td>Evelyn Rivera</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Samuel Greet/ENL</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Marliyn Morales</td>
</tr>
<tr>
<td>Related-Service Provider</td>
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</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>type here</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Maribel Hulla</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>type here</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.

| Number of certified ENL teachers currently teaching in the ENL program | 3 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 2 |
| Number of teachers who hold both content area/common branch and TESOL certification | 2 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 1 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 |
| Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6) | 0 |
| Number of special education teachers with bilingual extensions | 1 |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 320 |
| Total number of ELLs | 90 |
| ELLs as share of total student population (%) | 28.13% |
Part II: ELL Demographics

A. ELL Programs

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

Check all that apply

<table>
<thead>
<tr>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
</tr>
<tr>
<td>1</td>
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<tr>
<td>2</td>
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<tr>
<td>3</td>
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<td>10</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</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.

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

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?

ELL early literacy assessments include NYSITELL and Teacher’s College Reading Writing Project (TWRWP) assessments*, NYC ELA Performance Task (K-2 MOSL), and the NYS ELA performance (3-5), NYS Math performance (3-5) and NYS Science performance (4th) provide additional data points. *Teacher’s College Reading Writing Project (TCRWP) assessments include Letter Identification, Letter Sound identification, Concepts of Print, Sight Word assessment, Spelling Inventory and Running Records for reading with comprehension monitoring. The data from these assessments is used to determine the progression of students’ literacy skills, to establish an RTI focus for individual groups of students, and to identify target areas of instruction across the school, grade, or within a specific class. This year, the school-wide data reveals a pattern across the grades of students demonstrating limited comprehension levels. As a result, the school-wide approach towards reading instruction shifted to focus on increasing students’ comprehension skills. The school has enlisted the help of Teacher’s College consultants to help train teachers in developing students’ comprehension across different grade bands. Specifically, for ENLs, school-wide data reveals that a majority of ENLs performed below grade level at the end of 2018:

a) In Kindergarten, 0 of our 5
ENL students met the end of year benchmark reading level.
b) In 1st grade 1 out of 6 ENLs met the end of year benchmark reading level, while the rest performed below. c) In 2nd grade 3 out of 11 ENLs met the end of year benchmark reading level, while the rest performed below. d) In 3rd grade 5 out of 21 ELLs met the end of the year benchmark reading level, while the rest performed below. e) In 4th grade 0 out of 17 ELLs met the end of year benchmark reading level, while the rest performed below. f) In 5th grade 1 student surpassed the benchmark, while the remaining 16 performed below. This data will inform the school's instructional plan for ENLs in various ways. ELL teachers will engage in inquiry to analyze student writing in order to identify and target gaps that affect ENLs' ability to write independently on a variety of topics, as addressed by the Common Core Standards. As a result of this inquiry work, ELL teachers will be able to collaborate and share materials and instructional resources that can improve the literacy skills of ENLs, so that they may show improvement in the reading and writing modalities of the NYSESLAT. In addition, ELL teachers are also participating in labsites with TC consultants across various grades. This will enable teachers to use best practices learned from the consultants to improve students' comprehension as they transition from one level to the next.

2. What structures do you have in place to support this effort?
TCRWP staff developers provide grade specific lab-sites throughout the school year, including a special focus on writing conferences, small group interventions and data analysis and planning. Additional, TCRWP calendar days as well as ENL mini-institute days will support teachers in their application of reading and writing units throughout the year.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
The success of ELL programs is determined by evidence of growth on the NYSESLAT. Last year 42 out of 66 ELLs across the grades made progress on the NYSESLAT by at least one level. 14 students made progress from Entering to Emerging/Transitioning. 5 students made progress from Entering to Expanding. 1 student in Kindergarten made progress from Entering to Expanding. 8 students made progress from Emerging/Transitioning to Expanding. 14 students made progress from Expanding to Commanding. This data demonstrates that ENLs are being provided with targeted instruction to meet their language needs and therefore showing progress on the NYSESLAT.

4. What structures do you have in place to address interventions once the summative data has been gathered?
TCRWP staff developers provide grade specific lab-sites throughout the school year, including a special focus on writing conferences, small group interventions and data analysis and planning. Additional, TCRWP calendar days as well as ENL mini-institute days will support teachers in their application of reading and writing units throughout the year.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (Rti and Ais) section and Rti Guide for Teachers of ELLs.] Grade-wide data is used to guide instruction for ELLs within the Response to Intervention framework. Students across the grade receive Tier 1 Common Core Aligned instruction following the Teacher's College Reading and Writing Project learning progressions and, in the classes with ELLs, with the support of ESL strategies as part of the Co-Teaching model. On-going assessments such as Running Records, Concepts of Print assessments, Sight Word Inventories and Reading Comprehension are used to determine if students are mastering the skills being provided by instruction in Tier 1. If these assessments reveal that they are not, students with similar needs are grouped together and assigned to a specific skill group in which they received targeted Tier 2 instruction. Both ELLs and Non-ELLs are grouped together to receive Tier 2 instruction in small groups. As the students master these skills, they are reassessed and reassigned to different groups as needed.

6. What outcome assessments (e.g., NYSESLAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? (Refer to the ELL Data Analysis Tool and RLAT from ATS).
Based on an analysis of student performance on the 2015 NYSESLAT, there is evidence of growth for students across all levels of the NYSESLAT. Students across all grades showed progress from Beginner to Intermediate to Advanced and Proficient. There is also evidence of students attaining proficiency in Kindergarten, First Grade, Fourth Grade and Fifth Grade. There are also some negative trends within the results of the NYSESLAT. Despite growth across all grades, there is also evidence of students remaining as either Entering (predominantly new comers) or Expanding for the duration of the year. The
data from the 2015 NYSESLAT is outlined below:

a) In Kindergarten, 5 students made progress from Expanding to Commanding, 1 student made progress from Entering to Commanding, 2 students made progress from Entering to Expanding, 1 student made progress from Entering to Emerging/Transitioning and 2 students remained at Expanding.
b) In First Grade, 3 students made progress form Entering to Emerging/Transitioning, 1 student made progress form Entering to Expanding, 2 students made progress from Emerging/Transitioning to Expanding, 3 students made progress from Expanding to Commanding, 3 new comers remained Entering, 1 student remained at Emerging/Transitioning, and 1 student remained at Commanding.
c) In Second Grade, 2 student made progress from Entering to Emerging/Transitioning, 1 student made progress from Emerging/Transitioning to Expanding, 4 students remained at Expanding.
d) In Third Grade, 4 students made progress from Entering to Emerging/Transitioning, 2 students made progress form Emerging/Transitioning to Expanding, and 3 remained at Expanding.
e) In Fourth Grade, 3 students made progress from Expanding to Commanding, 3 students made progress from Entering to Emerging/Transitioning, 1 student made progress from Entering to Expanding, 2 student made progress from Emerging/Transitioning to Expanding and 4 students remained at Expanding, 1 student remained at Entering and 4 new comers remained Entering.
f) In Fifth Grade, 1 student made progress from Entering to Emerging/Transitioning, 1 student made progress from Emerging/Transitioning to Commanding, 1 student made progress form Emerging/Transitioning to Expanding, 3 students made progress form Expanding to Commanding, and 1 student remained as Entering as a new comer.

This data reveals a pattern of growth marked by students progressing from either Entering or Emerging/Transitioning to Expanding and Commanding, but also reflects a trend of students remaining at Entering (newcomers) or remaining at Expanding for two consecutive years, with the exception of two students in Kindergarten. Of the 9 students that remained Entering across all the grades, 7 were recent newcomers at the time they took the NYSESLAT. This means they may not have received a full year of English Instruction or were just completing their first full year, and thus, they did not show progress on the NYSESLAT.

As a result of this trend of students remaining at the Expanding level across all grades, the ELL team devised an ELL Inquiry to determine trends that may contribute to students’ the lack of progress over the course of the year, and to develop a focus of instruction to target the needs of students at this level as they transition from Expanding to Commanding.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Grade team and ENL/administrative department meetings will give us time and space to analyze the data, assess trends, and revise our curriculum and student placement accordingly.

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.
      Instruction for ELLs is delivered primarily through a push-in Co-Teaching model. ELLs are grouped heterogeneously in classrooms
      with non-ELLs. Co-teachers in General Education classrooms consist of an ENL teacher and the classroom teacher. Co-teachers plan
      and deliver Common Core aligned lessons using varying co-teaching models including parallel teaching, which allows
for small
group instruction focusing on the needs of ELLs. Each ENL teacher services two grades, allowing for mandated minute
requirements
to be fulfilled across the grades.

b. TBE program. *If applicable.*
N/A

c. DL program. *If applicable.*
N/A

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)?

   There are currently 3 ENL teachers that service students in grades K-5. Each teacher services students in two grades. This
   ensures that students that are Entering and Emerging receive 360 minutes of service weekly and that students that are
   Transitioning and Expanding receive 180 minutes each week. ENL teachers push-in to classrooms to provide instruction in
   Reading, Writing and sometimes Math. They work with students whole class or in small groups as determined by their
   mandated minutes. In addition, ENL teachers provide pull-out service for intervention as needed.

   Students at the Entering and Emerging levels of English proficiency receive all instruction from the ENL teacher through Free
   Standing ENL periods (minimum 360 per week). Students at the Transitioning and Expanding levels of English proficiency
   receive 180 minutes of ENL instruction and 180 minutes of ELA instruction or Content Instruction. ENL instruction is delivered
   as ELL-targeted strategies that support students' language needs in accessing core curriculum, as supplemental to Tier I
   instruction. ELA instruction is delivered within the literacy block (TCRWP Reading Workshop and Writing Workshop), as
   scaffolding to support students in being successful in meeting CCLS ELA standards.

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 language of instruction for the Free Standing ENL program is English across all content areas. Students receive ENL push-
in support during the literacy block, and sometimes Math. ENL and classroom teachers provide instruction using the Teacher’s
College Reading and Writing Project learning progressions. Through TC, students are encouraged to read and write across
various content areas. This means they are exposed to various genres and content areas including Social Studies and Science
during the literacy block, in addition to receiving instruction in Science and Social Studies during the allotted time periods. As a
result, ESL teachers are engaged in providing content-area instruction along with language support while servicing ELLs.

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

   ELLs are evaluated in their native language formally using the Language Assessment Battery in Spanish when they first
   enter. The score attained from this test indicates how proficient students are in their native language. While students receive
   English language instruction throughout the year, ENL teachers who speak students' native language have opportunities to
   informally assess ELLs in their native language during student conferences, primarily to determine if their level of
   understanding is due to language or another factor such as limited comprehension. This helps teacher’s decide if a student will
   benefit from direct native language instruction to explain a specific concept with translation support.

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

a) All ENL and classroom teachers are made explicitly aware of their Students with Interrupted Formal Education (SIFE) so that they can plan accordingly to meet the needs of these unique students. In previous years, appropriately leveled materials for SIFE learning have been gathered by the ELL Coordinator and distributed to the classroom teachers. SIFE are also included in Title III enrichment programs for ELLs. Additionally, teachers incorporate strategies from the ASD Nest program in the school to support the social-emotional development of our at-risk SIFE students (who likely have not had the opportunity to build academic confidence in school). Teachers within the ASD Nest program participate in regular professional development on social-emotional needs and strategies, and share their learning with colleagues across the school in forums such as day-long professional development and “lunch and learns.”

b.) A plan for newcomers centers around easing children’s adjustment to our school, and fostering a welcoming environment. Classroom instruction, as always, must be sensitive to how the differences between a student’s home culture and their new culture may impact both their learning style and general behavior/interaction. In addition, sensitivity must be paid to particular issues that may arise in the families of newcomers, such as immigration, home ownership, and English language learning at the parent level.

With newcomers in the beginning stages of language acquisition, teachers make language comprehensible by modifying their speech (e.g., slower rate, simpler grammatical structures, restricted length of communication) and making use of extra linguistic cues (i.e., gestures, actions, and pictures) to convey meaning. Reading activities provide opportunities for further language input. Predictable books are particularly useful because of their highly repetitive language and simplified text. Chants and songs also offer students the opportunity to gain familiarity with content vocabulary and language patterns. Teachers can scaffold the language of the text through engagements such as read-alouds and shared reading.

Furthermore, families of newcomers are supported through parent workshops, including parent orientation, meetings with the Parent Coordinator, and additional support requested through the Parent Association or on an individual basis.

c.) Differentiated instruction for ELLs receiving 4 to 6 years of service is is embedded in various programs/interventions. During instruction, teachers present both content objectives and language objectives that are created in collaboration with the ENL Co-teacher. To develop foundational literacy skills, the Wilson program is used. Wilson Focuses on phonemic awareness and letter/word recognition. Targeted small group reading interventions are also used. These center on improvement in specific areas of need based on the student’s instructional level. Finally, Go Math, the math curriculum is used to develop student’s math and computational skills. In addition to these in-school services and programs, there is a Saturday Academy that provides targeted instruction for students in testing grades. The Saturday Academy is specifically targeted towards ELLs.

d.) Differentiated instruction is embedded for long term ELLs that have have 6 or more years of service. In the classroom, students have both language and content objectives that are created in a cooperative manner between the classroom and ENL teacher. The Wilson Fundations program focuses on phonemic awareness, spelling and word recognition. Targeted small group reading intervention centers on improvement in specific areas of need and is based on the student’s instructional level. The Saturday Academy is offered to students in testing grades and specifically targets ELLs. There is also AIS push in and pull out for Reading and Math.

e.) Former ELLs (those that attained Proficiency on the NYSESLAT) receive language support on an on-going basis. These students are placed in monolingual classes, with Expanding level ENL students, as well as English-dominant students. Newly proficient students, Commanding students, are supported by a certified ESL teacher in push-in periods (minimum of 90 minutes/week). Students who reach proficiency on the NYSESLAT receive two additional years of test accommodations. They receive extended time (time and a half) as well as separate location for all exams.

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?
ELL-SWDs have IEPs, and receive a range of special education services ranging from ICT classes to general education classes with related services. During intake, we place students in special education when appropriate, according to evaluation by the CSE, as well as their IEP. Based on CSE and IEP recommendations, ELLs are placed in monolingual classes with ENL services. Students are reevaluated as necessary by our Instructional Support Team. Later, students are mainstreamed where appropriate.

Students with special needs are case conferenced during weekly meetings with classroom teachers and related service providers. These meetings are designed to support teachers in collaboratively determining appropriate strategies to meet students’ individual needs.

As specifically related to content and language acceleration, the Principal is a certified trainer of Quality Teaching for English Learners (QTEL), and the Assistant Principal has received extensive training in QTEL. As per the QTEL materials, “Instead of simplifying the curriculum and lowering expectations for English language learners, QTEL offers an academic framework rich in intellectual challenge along with high-level support. The QTEL approach of providing high-challenge, high-support learning opportunities develops teacher expertise and raises student achievement.”

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?**

   All ELL-SWDs are placed within the least restrictive environment. Our ELLs with IEPs are incorporated into our Integrated Co-Teaching Classes (ICT), and receive primarily push-in services, to keep them in their mainstream class setting as much as possible. These settings are regularly reviewed at IEP meetings and weekly case conference meetings, held amongst teachers and service providers.

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.**

   All of our ELLs receive Academic Intervention Services (AIS) according to their assessed needs. ELL needs are targeted through item- and skills-analysis of ongoing assessment such as student conferences; in-house formative assessment such as TC running records; summative assessment which include on-demand writing and performance tasks; and formal summative assessment which include the LAB-R, NYSESLAT; NYS ELA, Math, and Science.

   Based on baseline and unit assessments in mathematics, students are assigned to small group intervention with one of our mathematics AIS providers. Additionally, students receive support through our Title III program, which focuses on building comprehension through targeting academic vocabulary.

   As literacy is a fundamental element of language learning, students receive a comprehensive range of support services in developing their reading and writing skills. Targeted students work with guided reading specialists one-on-one or in small intervention groups; language of instruction is according to student need (English or Spanish, based on dominant language in literacy). All students receive small group instruction during their literacy block, with the support of teachers in addition to their classroom teacher. All ELL students are eligible for our Title III supplemental program, in which literacy is addressed by a bilingual certified literacy specialist.

   Intervention services are also provided in the content areas. In Science, the Science teacher collaborates with ENL teachers to work with students in small groups to provide native language support in the content concepts and vocabulary, as well as targeted exam preparation for students who will take the NYS Science exam in Spanish. In Social Studies, cluster teachers on each grade collaborate with the ENL teacher to provide push-in services to support students in small groups during instructional time, using language-appropriate strategies to scaffold content learning for students.

9. **Based on data and trends, what new programs or improvements will be considered for the upcoming school year?**
Co-teaching will be full-day in classrooms in place of partial day to address the need of more content area instruction.

10. If you had a bilingual program, what was the reason you closed it?
None.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs across all grades are afforded equal access to all school programs. Invitations to join all programs, including afterschool programs are open to all students including ELLs. Supplemental services that are offered to ELLs include AIS services in literacy and math, tutoring, and Saturday Academy. Afterschool programs are diverse and fun-filled. ELLs are welcomed to participate in the arts through the school’s after school Art Club as well as Reader’s Theater and Musical Theater. Annually, the musical theater club puts on musical productions where student actors, which include ELLs, perform on stage before an audience of parents, students and friends from other schools. ELLs also participate in other after school clubs including the Technology club, Healthy Living, Minute to Win it, Sports Time, and more.

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.
There are various instructional materials including technology used to support ELLs. ELLs are exposed to the same rigorous texts and instructional materials that other students are, with embedded supports for language provided by the ENL teacher. This means that instructional materials are not necessarily different for ELLs. Instead, they are scaffolded to provide appropriate entry points based on their language needs. Such scaffolding includes use of visuals, paraphrasing, explanation of vocabulary, use of gestures and total physical response. In addition, shared reading of complex texts is used as an instructional strategy, providing ELLs access to rich literature and engaging students in rich oral language discussions that are scaffolded by the ENL teacher.

Technology is used for instruction across all content areas through the use of SmartBoards in the classroom. In addition, classroom teachers have access to iPads and student laptops which are used to reinforce learning through interactive media with all students, including ELLs. Technology provides ELLs with additional language experiences that target language learning across the different modalities.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
English is the primary language of instruction the the Free Standing ENL program. However, native language support is provided in various ways when ENL teachers have knowledge of a students native language. Native language translations are used as the teacher sees fit to facilitate learning in the second language. One way native language is used is to help students identify cognates in the target language. Another way is to help understand abstract vocabulary when visuals and other scaffolds aren’t sufficient. Native language is also used to communicate with families about student progress.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Required services support and resources correspond appropriately to ELLs’ ages and grade levels. There is a balance between the resources and materials that are on the students levels, and those that are used to engage students in complex reading, listening, and thinking tasks that require more rigor. Teachers build foundational skills in reading and writing using appropriate leveled materials and encourage students to read at their independent reading levels to build comprehension and stamina. Teachers also use complex grade-level and above grade-level texts to expose students to rich literary language and develop higher order thinking and comprehension skills as suggested by the Common Core Standards.

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?
There are various instructional materials including technology used to support ELLs. ELLs are exposed to the same rigorous texts and instructional materials that other students are, with embedded supports for language provided by the ENL.
teacher. This means that instructional materials are not necessarily different for ELLs. Instead, they are scaffolded to provide appropriate entry points based on their language needs. Such scaffolding includes use of visuals, paraphrasing, explanation of vocabulary, use of gestures and total physical response. In addition, shared reading of complex texts is used as an instructional strategy, providing ELLs access to rich literature and engaging students in rich oral language discussions that are scaffolded by the ENL teacher.

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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).

ENL and classroom teachers always provide a welcoming environment for new ELLs at the beginning of the year, and throughout the year. At the beginning of the year ENL teachers and the ELL coordinator host the ELL Parent Orientation in which parents receive information about the ELL program choices as well as an overview of the expectations for ELLs and what they will be learning throughout the year. This helps parents feel at ease, as they get to know the school culture and understand the curriculum. In the classroom, ENL and classroom teachers take time to introduce ELLs to other students in the class. When they first arrive ELLs are often assigned a Language Partner that helps them to interpret and understand instructions provided in English when they are out of the classroom. Partners help new ELLs to navigate the school and communicate with others.

17. What language electives are offered to ELLs?

N/A.

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)?

N/A.

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?

The professional development plan for ELL personnel is as follows: All teachers including ENL teachers engage in Professional Development either in or outside of the school. Teachers are encouraged to seek professional development opportunities that will benefit instruction. Teachers are also sent to Professional Development workshops that are geared towards developing the Danielson competencies, based on recommendations from the Principal and Assistant Principal. When teachers attend Professional Development workshops, they complete a school survey outlining what was learned and how they plan to implement contents form the workshop into their practice. Teachers also turnkey information learned to other teachers through lunch-and-learns and at grade meetings.

A sample of ELL-targeted PD opportunities provided to staff includes:
09/26: Reading and Writing Non-fiction for ELLs Institute: Scaffold for Success (OELL) - ENL teachers & Common Branch
10/18: CCLS Mathematics Institute for Elementary Teachers of ELLs (OELL) - ENL teachers & Common Branch
11/06: ELL Elementary Literacy Conference (OELL) - ENL teachers & Common Branch
12/05: New ENL Teacher Training (OELL) - ENL teachers
01/14: RTI for ELLs (OELL) - ENL teachers, Common Branch, administrators
02/06: Writing for the Sciences (TCRWP) - Science teachers
03/18: Reading and Writing Nonfiction for ELLs Institute: Scaffold for Success (OELL) - ENL teachers & Common Branch
04/09: Literacy lab sites (TCRWP) - ENL teachers, Common Branch, administrators
05/22: ELL Instructional Meeting (CFN) - ENL teachers & administrators
06/12: Literacy curriculum planning (TCRWP) - ENL teachers, Common Branch, administrators

Teachers of ENLs attend professional development geared towards supporting ELLs as they engage in the Common Core Learning Standards. Teachers across the grades attend lab-sites and meetings with TC consultants to learn best practices for teaching Reading and Writing. TC consultants also address the needs of ELLs by providing demonstrations, hand-outs and relevant research to inform a teacher’s practice. In addition, teachers of ELLs attend Professional Development outside of the school and communicate their learning to other teachers at the school on an on-going basis.

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 staff is supported as they help ENLs transition from elementary to middle school. The guidance counselor works closely with teachers, communicating which middle schools in the neighborhood and throughout the city offer specialized programs for English Language Learners. We also hold parent workshops beginning in the fall, around the middle school selection process. Oral and written communication/information provided in these workshops are offered in the parents’ home language.

The minimum 7.5 hours of ELL training for all staff as per Jose P. is provided in the following ways: All staff members are included in school-wide workshops related to best practices for ELLs (specifically drawing from QTEL and SIOP approaches, delivered by QTEL-trained Principal), beginning in the summer, including: paraprofessionals, guidance counselors, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators. ENL teachers and their general education co-teachers will take part in an ongoing PD series on developing co-planning and co-teaching strategies. ENL and general education co-teachers will be sent to co-teaching PD offered through the NYCDOE Office of ELLs, as well as the Friday/Saturday ELL Institutes and PD sponsored by NYC-RBERN, focused on establishing a balanced literacy program for ELLs. Additionally, all ESL teachers are included in school-wide lab-site days lead by our Teachers College Literacy Staff Developers. Staff who work with ELLs, who do not hold ENL or bilingual licenses, are invited to attend our ELL professional development sessions (including: teachers, School Base Support Team (SBST), and reading AIS teachers). Teachers are able to arrange their preparatory periods in order to attend, as the topics pertain to them.

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?

   Individual Meetings for the Parents of ELLs are held once a year during a time when there are no parent-teacher conferences. Notices are sent home with times for parents to pick from and if none of the pre-arranged times work, parents can write in a date/time that works for them. Parents then come in and meet with the ENL teacher that works with their child...
and meet to discuss the progress of their own child with that ENL teach as it relates to his/her English Language Learning. What was discussed at the meeting is documented (in English and the parent’s native language) and all parties that are present sign. The parent gets a copy and the original is filed in the student’s CUM in the main office. *If the ENL teacher does not speak the parent’s preferred language of communication, translation is provided (and arranged ahead of time).

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

ELL parents are involved in all aspects of the school. ELL parents participate in open school night to meet with the teachers, as audience members at performances by the Musical Theater group, as bingo players in the school’s Annual Bingo Night, among many others. P.S. 396 has developed a Title I Parent Involvement Policy. The purpose of the policy is to help parents navigate through the NYC school system, and to become partners in their children’s education. This plan has been developed in consultation with parents across the years, and modified as the needs of our parents have changed. Assessed as well requested needs of the families who comprise our school community have impacted on our plan each year.

Families in temporary housing and foster care parents will receive targeted support from our bilingual Parent Coordinator, bilingual Guidance Counselor, and any other relevant support staff. Specific help groups and workshops will be employed according to family need. Our Parent Coordinator is in place to support parents with identified needs, while employing Epstein’s six types of parent involvement to increase community engagement. The success of our parent program will be based upon increased parent involvement across the year.

Parent and student rights and responsibilities are set with clear expectations in the Principal’s beginning of the year letter to parent as well as in our School Parent Compact. Additionally Parent Curriculum Orientation, which takes place at the beginning of the school year, also includes Student and Parents Rights and Responsibilities as it applies to daily classroom practice.

Parents are able to address their particular concerns through contacting their child’s teacher, through calling the school or writing a note to the teacher. Parent may also request a meeting with the resource staff that will provide them with additional assistance for any social emotional and educational problems they may identify, i.e.: Guidance Counselor, Grade Supervisor, Principal, or a member of our School Based Support Team.

All parents upon registration are automatically members of the P.S. 396 Parent Association (PA). Board members of the PA are included in the School Leadership Team (SLT), along with any other elected parents. PA members also meet with the Principal on a regular basis.

Listed below are additional ways we are strengthening the ties between the child’s home and school:

• Student progress report will be sent home to parents.
• Monthly letter to parents which will include a calendar of events.
• Open School Night
• Monthly Principal/Parent Morning Tea
• Title III Community Education Classes
• Parent ARIS log-on information
• Dinner with the Principal
• School Parent Compact
• Notes from teachers and parent communication logs
• School messenger and web site to be used to communicate with parents
• ASD NEST Parent Meetings
• Parent Teacher Conferences
• Open Door Policy
• Participating at the SLT Meetings
• Various parent workshops and curriculum events
• Parent Survey (LES)
### Additional Information

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

**Paste response here:**

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2018-19 CEP
Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Nicole Tine, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
   a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
   b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole Tine</td>
<td>Principal</td>
<td></td>
<td>6/25/2018</td>
</tr>
<tr>
<td>Rebecca Odessey</td>
<td>Assistant Principal</td>
<td></td>
<td>6/25/2018</td>
</tr>
<tr>
<td>Marilyn Morales</td>
<td>Parent Coordinator</td>
<td>Katie Prince</td>
<td></td>
</tr>
<tr>
<td>7/20/15</td>
<td>ENL/Bilingual Teacher</td>
<td>Evelyn Rivera</td>
<td></td>
</tr>
<tr>
<td>1/1/01</td>
<td>Parent</td>
<td>Sophia Harrington/ENL</td>
<td></td>
</tr>
<tr>
<td>1/1/01</td>
<td>Teacher/Subject Area</td>
<td>Samuel Greet/ENL</td>
<td></td>
</tr>
<tr>
<td>1/1/01</td>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/1/01</td>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/1/01</td>
<td>Coach</td>
<td>Ana Martinez Hollinger</td>
<td></td>
</tr>
<tr>
<td>7/20/15</td>
<td>School Counselor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/1/01</td>
<td>Superintendent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/1/01</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>1/1/01</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>1/1/01</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>1/1/01</td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 10X396  School Name: PS 396  Superintendent: Maribel Hulla

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>Marilyn</td>
<td>Morales</td>
<td>Parent Coordinator</td>
<td>Yes on 06.01.2017</td>
<td>Yes</td>
</tr>
<tr>
<td>Katie</td>
<td>Prince</td>
<td>ENL Coordinator</td>
<td>11/2018 Scheduled</td>
<td></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.

Recent research emphasizes the importance of parent involvement in promoting school success. Building a positive home/school connection supports student learning. Using the findings from our school, we find that P.S. 396 needs translation services/oral interpretation in both Spanish and Arabic; our greatest need being in Spanish (198 students). During the registration process parents fill out the HLIS (Home Language Identification Survey), which helps assess parents’ needs. We also use ATS Reports from data compiled during the rest of registration and other areas (including blue cards, parent surveys, etc.) to help assess data parents’ needs. This information helps us to better serve our parent community and their language needs.
We use a combination of in-house interpretation and translation, as well as utilize the services of the Translation and Interpretation Unit to help with over the phone translation and language interpretation when needed.

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 (RPCP) 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>English</td>
<td>153</td>
<td>48.26</td>
<td>154</td>
<td>48.58</td>
</tr>
<tr>
<td>Spanish</td>
<td>162</td>
<td>51.1</td>
<td>161</td>
<td>50.79</td>
</tr>
<tr>
<td>Arabic</td>
<td>2</td>
<td>.63</td>
<td>2</td>
<td>.63</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.

Data as of 10.12.20′8

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>Parent Handbook</td>
<td>September</td>
<td>In-house translation to translate materials into Spanish. Use of &quot;Translation and Interpretation Unit&quot; to translate materials into Arabic and other languages as needed.</td>
</tr>
<tr>
<td>PBIS Parent Newsletter</td>
<td>Quarterly</td>
<td>In-house translation to translate materials into Spanish.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Event Description</th>
<th>Frequency</th>
<th>Language Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Back and End of Year letters,</td>
<td>Ongoing throughout year</td>
<td>Use of “Translation and Interpretation Unit” to translate materials into Arabic.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In-house translation to translate materials into Spanish.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of &quot;Translation and Interpretation Unit&quot; to translate materials into Arabic.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School will also use the intranet to print out pre-translated documents in Arabic and other languages as needed.</td>
</tr>
<tr>
<td>Holiday and school closing announcements,</td>
<td>Ongoing throughout year</td>
<td>In-house translation to translate materials into Spanish.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of &quot;Translation and Interpretation Unit&quot; to translate materials into Arabic.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School will also use the intranet to print out pre-translated documents in Arabic and other languages as needed.</td>
</tr>
<tr>
<td>Monthly calendar,</td>
<td>Monthly</td>
<td>In-house translation to translate materials into Spanish.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of &quot;Translation and Interpretation Unit&quot; to translate materials into Arabic.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School will also use the intranet to print out pre-translated documents in Arabic and other languages as needed.</td>
</tr>
<tr>
<td>Event Type</td>
<td>Frequency</td>
<td>Language Support</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Afterschool enrichment information</td>
<td>Ongoing throughout year</td>
<td>In-house translation to translate materials into Spanish. Use of &quot;Translation and Interpretation Unit&quot; to translate materials into Arabic. School will also use the intranet to print out pre-translated documents in Arabic and other languages as needed.</td>
</tr>
<tr>
<td>School Community events,</td>
<td>Ongoing throughout year</td>
<td>In-house translation to translate materials into Spanish. Use of &quot;Translation and Interpretation Unit&quot; to translate materials into Arabic. School will also use the intranet to print out pre-translated documents in Arabic and other languages as needed.</td>
</tr>
<tr>
<td>Parent workshops and meetings,</td>
<td>Ongoing throughout year</td>
<td>In-house translation to translate materials into Spanish. Use of &quot;Translation and Interpretation Unit&quot; to translate materials into Arabic. School will also use the intranet to print out pre-translated documents in Arabic and other languages as needed.</td>
</tr>
<tr>
<td>Parent teacher conference</td>
<td>Quarterly</td>
<td>In-house translation to translate materials into Spanish.</td>
</tr>
</tbody>
</table>

**2018-19 CEP**
<table>
<thead>
<tr>
<th>Event Category</th>
<th>Frequency</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>State testing dates</td>
<td>Ongoing throughout year</td>
<td>Use of &quot;Translation and Interpretation Unit&quot; to translate materials into Arabic. School will also use the intranet to print out pre-translated documents in Arabic and other languages as needed.</td>
</tr>
<tr>
<td>Saturday Academy information</td>
<td>Ongoing throughout year</td>
<td>Use of &quot;Translation and Interpretation Unit&quot; to translate materials into Arabic. School will also use the intranet to print out pre-translated documents in Arabic and other languages as needed.</td>
</tr>
<tr>
<td>Summer Program Information</td>
<td>Ongoing throughout year</td>
<td>Use of &quot;Translation and Interpretation Unit&quot; to translate materials into Arabic. School will also use the intranet to print out pre-translated documents in Arabic and other languages as needed.</td>
</tr>
</tbody>
</table>
2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher conferences</td>
<td>As per DOE calendar</td>
<td>In-house interpretation done by bilingual staff.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Over-the-Phone Interpreter Services&quot; as Needed</td>
</tr>
<tr>
<td>Parent engagement Tuesday meetings and workshops</td>
<td>Weekly</td>
<td>In-house interpretation done by bilingual staff.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Over-the-Phone Interpreter Services&quot; as Needed</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.

Members of our administration, counseling and crisis team all speak Spanish and are able to communicate with families in the event of an emergency. In addition, we can use the "Over-the-Phone Interpreter Services" to communicate with families who speak Arabic, as well as when a Spanish-speaking staff member is unavailable to translate. Teachers and staff have been trained in the use of and have a copy of the "Over-the-Phone Interpreter Services Desk Aid", which can be used in an Emergency to communicate with any family member, regardless of which language the staff member speaks.

The school also uses "Hello Parent Phone Script" which allows parents and school staff who do not speak the same language, on the phone, even in an emergency. Staff and parents are trained in how to use this three-way calling that works when parents call the school or when the school calls the home.
When the school needs to send messages to large numbers of families at one time, we use ROBO Call. We are able to send messages bilingually.

**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.

|Staff are advised of all Chancellor's Regulations within our Staff Handbook. parents.
|The school will also plan a PD where the School Language Coordinator and the staff of the ENL Department will train school staff on the various language resources available to them, for example: how to use and when to use over the phone interpretation, oniste interpreteres and Hello Parent Phone Script (which helps parents whose language is not English communicate with school staff by phone).
|An online toolkit will be created for staff and additional support will be provided on an on-going basis.

**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.)

|Translated copies of the Bill of Parent Rights and Responsibilities document that states the rights in regard to translation and interpretation services is sent home.
|We will continue to print and display throughout different locations in the school translated signs advising the parents of the availability of interpretation services.
|In addition we regularly send out bilingually translated materials to families.

**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?

|A parent survey is used to gather feedback from parents on the quality and availability of translation services. The survey is translated into languages of parents at the school. When needed "Over-the-Phone Translation Services" are also used.

2018-19 CEP