

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**                   **75K396**

**School Name:**                       **P.S. K396**

**Principal:**                           **NIRA SCHWARTZ-NYITRAY**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Ramon E. Betances School School Number (DBN): 75K396  
Grades Served: K - 8  
School Address: 110 Chester Street, Brooklyn, NY 11212  
Phone Number: 718-385-6200 Fax: 718-345-3021  
School Contact Person: Nira Schwartz-Nyitray Email Address: nnyitra@schools.nyc.gov  
Principal: Nira Schwartz-Nyitray  
UFT Chapter Leader: William Gliem  
Parents' Association President: Yvonne Oglesby  
SLT Chairperson: Dana Middleton  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): NA  
Student Representative(s): NA

**District Information**

District: 75 Superintendent: Gary Hecht  
Superintendent's Office Address: 400 First Avenue, New York, NY 10010  
Superintendent's Email Address: ghecht@schools.nyc.gov  
Phone Number: 212-802-1501 Fax: 212-802-1678

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn Director: \_\_\_\_\_  
Director's Office Address: 400 First Avenue  
Director's Email Address: klouiss@schools.nyc.gov

917-691-1738

Phone Number:

Fax:

## 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 Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nira Schwartz-Nyitray	*Principal or Designee	
William Gliem	*UFT Chapter Leader or Designee	
Yvonne Oglesby	*PA/PTA President or Designated Co-President	
Dana Middleton	DC 37 Representative (staff), if applicable	
NA	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
James Charles	Member/ Parent	
Loretta Jennings	Member/ Parent	
Leslie McCall	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Toni Sharf	Member/ Parent	
Sheanel Simon	Member/Parent	
Dr. Robert Williams	Member/ Teacher	
	Member/	

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

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

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

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

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

#### **The Framework for Great Schools and 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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

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

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

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

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

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

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

## 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 principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

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

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

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

### Next Steps for 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. Title I schools must also update the Parent Involvement Policy (PIP) 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

Develop a narrative summary that includes:

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

P396K, the Ramon E. Betances School, is part of District 75 and provides IEP-driven special education services to a multicultural, multi-linguistic, school community. We are committed to inspiring, guiding, and supporting our students and their families, through standards-based instructional programs, supported by a full array of related and support services. Staff members work collaboratively in a respectful and nurturing environment to ensure that our students make the most growth possible throughout the twelve-month school year.

Our Mission Statement documents our belief that all students can learn given the necessary supports, multiple entry points and a rigorous, well planned instructional program:

"The mission of our school is to ensure that every student will perform to his/her greatest level of independence in accordance with the Common Core Learning Standards in preparation for life as an adult. This includes:

- rigorous functional academics including reading, writing, math and pre-employment skills
- self regulation and initiation of social behaviors
- a system of communication
- activities of daily living ."

Students' learning needs are documented on our alternate assessment tools, NYSAA, SANDI and FAST as well as within each IEP. The staff incorporates a full range of strategies, techniques and specialized programs such as Structured Teaching, PECS, GRTL, and PBIS; classroom technology and augmentative communication devices; and specialized curricular programs (UNIQUE, SMiLE and EQUALS) designed and adapted to support the unique learning needs of our students. The UNIQUE Learning System provides monthly pre- and post-tests so teachers have monthly progress data for each student in the areas of ELA, Communication, and Math. We facilitate staff participation in on-going professional development within and outside the school, to ensure that current best practices are being implemented.

Our 2014 School Survey indicated high satisfaction (95%) among parents regarding the Instructional Core elements. Teachers rated the same area at 91% satisfaction. The System Improvement elements were also highly rated by parents 94% satisfaction. Teachers rated this area at 87% satisfaction. Lastly, School Culture was rated at 94% satisfaction by parents and 87% satisfaction by teachers. SANDI data for the past 2 school years indicate that the average gains from September to June have been 3 – 5% in the areas of Reading, Writing, Communication and Math. Comparing the 2013 – 14 Quality Review with the 2015 – 16 Preliminary Quality Review indicates that significant progress was made in 1.2 (Rigorous Instruction) which moved from Proficient to Well Developed. Growth was also demonstrated in 2.2 (Rigorous Instruction), but it was identified as an area for continuing development in order to move from Proficient to Well Developed.

Programmatically, we stress an integrated instructional/therapeutic model, which allows therapists, teachers and paraprofessionals to work collaboratively with students in the classroom and other instructional settings. This allows for frequent instruction in the environments where skills are utilized, with all staff aware of student learning goals and strategies that support instruction. Our students are thus afforded many more opportunities to learn skills in the settings they are needed, than if they received isolated therapy in specialized therapy rooms.

The school is housed in three locations; one in District 23 and two others in District 17. All students are transported door to door by yellow school buses. The sites are within easy reach of some of Brooklyn's finest cultural, historic and recreational sites such as Brooklyn Children's Museum, Brooklyn Botanical Gardens, Prospect Park Zoo, and Grand Army Plaza Library. s Brookdale Medical Center is nearby, as are many of the special service agencies which support our students and their families. Having ready access to these facilities enhances the instructional program and the learning opportunities for our students, as well as providing essential support to students and their families. UCP, Elmys and Evelyn Douglin agencies provide after school opportunities in addition to the school's own Middle School After School (MSAS) program. We work with Penny Harvest and a local church organization to extend the students' learning opportunities further into the community. We work with Brooklyn Conservatory of Music to bring music therapy into classes.

The main site is located in the Brownsville section of Brooklyn . Students at this site range in age between 4.9 years and 13.9 years. We have 10 classes for students in a 12:1:4 ratio program, typically for students with multiple disabilities. One of those classes is Bilingual – Spanish. Additionally, we have 16 classes for students in the 6:1:1 ratio, typically for students with autism. We have 1 class in the 8:1 ratio, for students with IEPs who are supported and included in general education classes at our co-located school, PS327K. Lastly, we have one class in the ratio of 12:1:1.

The site located in Crown Heights at 900 St. Marks Avenue , is within PS 289K. This site houses 6 classes for students in the 6:1:1 ratio; 2 classes in the 8:1 ratio, and 1 class in the 12:1:4 ratio. There are 2 Bilingual-Yiddish 6:1:1 classes and 1 Bilingual-Yiddish 12:1:4 class. Students at this site range in age from 4.9 to 10.9 years.

The site projected to open in September 2015 will be located within PS/IS181 in District 17. The site is anticipated to serve students in the 6:1:1, 12:1:4, and 12:1:1 ratios. The grade range will be from K – 8.

## 75K396 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08	Total Enrollment	264	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		84.1%
% Free Lunch	79.4%	% Reduced Lunch		0.8%
% Limited English Proficient	21.0%	% Students with Disabilities		100.0%
				%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.2%	% Black or African American		66.7%
% Hispanic or Latino	21.4%	% Asian or Native Hawaiian/Pacific Islander		5.6%
% White	5.2%	% Multi-Racial		N/A
				N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.97	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
				1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		9.45
				9.45
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
				N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
				N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			N/A
				N/A
Overall NYSED Accountability Status (2014-15)				
Reward	N/A	Recognition		N/A
In Good Standing	N/A	Local Assistance Plan		N/A
Focus District	N/A	Focus School Identified by a Focus District		N/A
Priority School	N/A			N/A
				N/A
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			N/A
				N/A
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			N/A
				N/A
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			N/A
				N/A
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			N/A
				N/A
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			N/A
				N/A
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			N/A
				N/A



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

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

### Part 1 – Needs Assessment

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

Our 2013 – 14 Quality review cited the need to improve the level of rigor in teachers’ questioning. This is supported by preliminary data from Advance for the 2014 – 15 school year. Additionally, the planning component (1e – Designing Coherent Instruction) was frequently cited by teachers during EOY conferences as an area for continued work. Finally, NYSAA results from 2013 – 14 showed student scores are significantly impacted by the complexity of tasks selected by the teacher. Our Preliminary 2015 – 16 Quality Review findings indicate growth in this area (1.2 Effective Teaching and Learning), with the rating moving from Proficient to Well Developed. This was attributed to a school-wide focus on ensuring all teachers embedded rigorous questioning in every lesson, and students were scaffolded with multiple entry points to be able to respond to questions that were rigorous at their level. Another strength area under the QR Instructional Core was 1.1 – ensuring rigorous, engaging and coherent curriculum that is interesting and challenging. This was supported by the school’s team structure and the development of school-wide instructional guides for the core content areas. Last year, SANDI growth in Reading, Writing and Communication ranged between 3.32 and 8.84 percentage points.

### Part 2 – Annual Goal

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

All students will demonstrate a 5% gain from SANDI Fall 2015 baseline in Communication/Literacy skills as measured by SANDI administered in Spring 2016.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
Purchase and implement UNIQUE Learning System, SMiLE kits, and SANDI.	All Students	Yearlong	All Teachers, APs
Continue to develop, refine, disseminate and implement the Instructional Guides for UNIQUE Learning System.	All Students	Monthly	Instructional Guide Team, AP
Create monthly newsletter for parents regarding Instructional Units and related activities in school and home extension ideas.	Parents	Monthly	Instructional Guide Team, AP
Support required, ongoing teacher cohorts to examine student work collaboratively; “lunch and learns” including topic - use of questions	All Teachers	Yearlong	Cohort Lead Teachers, Teachers, AP

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Common Core funding supports purchase of UNIQUE and SANDI. School funds are used for SMiLE. Budget allocated for purchase of large quantities of paper. Additional support is provided through careful scheduling which allows Instructional Guide Teams to meet twice per month to develop the guides, and supports regular twice weekly teacher cohort meetings and AP support of Cohort Leaders. Printing is done by school aides who staff the copy room. District supports copy machine lease and maintenance.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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Early Spring FAST will indicate trends in Literacy/Communication Skill Development.

Monthly IEP data collection will be monitored for trends on Literacy/Communication goal mastery for all classes. Cohort work with SMART Plans will highlight success/needs work for specific skills/students .

In February, the aggregate gains as measured by students' IEP data tracking of ELA goals will be 2%

Monthly UNIQUE pre- and post-tests document individual student's progress in Literacy/Communication.

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

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

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

### Part 1 – Needs Assessment

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

The 2013 – 14 Quality Review found the school to be Well Developed in 1.4 and 3.4 which address school culture. The 2013- 14 School Survey indicated the greatest range (74 – 100%) of levels of satisfaction on School Culture elements by both parents and teachers. We continue to seek opportunities for students to become more independent in any aspect of their educational program. This is reflected in movement toward LRE in any form, such as reduction of related services or LRE program placement. Another area of developing independence is with increased participation in Pre-Vocational programs both within the school building and outside. We have been working closely with our Supervisors of Occupational, Physical, and Speech Therapy to focus services on movement toward independence. Parent workshops have been conducted and are still needed to support parents in understanding and accepting reduction in related and support services as reflective of student progress. We have partnered with District sponsored vocational program supports to expand our training program. We continue to seek opportunities for students to participate in pre-vocational training and experiences within and outside the school.

### Part 2 – Annual Goal

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

By June 2016, there will be an increase relative to the 2014 – 15 data in LRE movement, as measured by a decrease in related/support services, placement in an LRE class setting, or an increase in participation in community vocational opportunities as documented in STARS and school IEP data-base.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Continue to use PBIS and GRTL programs to support student self-regulation to enable decrease in adult supports (RS, BIPs, class size)</p>	<p>All students</p>	<p>Yearlong</p>	<p>Related service providers/supervisors, support staff, teachers, RS Coordinator, GRTL Facilitator</p>
<p>Provide on-going PD for RSPs and support paraprofessionals with strategies for decreasing dependence, data collection and analysis.</p>	<p>Students with RS and support paras.</p>	<p>Yearlong</p>	<p>RSPs, 1:1 Paraprofessionals, RS Supervisors, IEP Coordinator.</p>
<p>Fiscal support for improvements to vocational classroom.</p>	<p>JHS students</p>	<p>Yearlong</p>	<p>Vocational Teachers, Principal</p>
<p>Community outreach to support increased CB opportunities for vocational experiences.</p>	<p>JHS students</p>	<p>Yearlong</p>	<p>Vocational Teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Data systems regarding PBIS, GRTL and BIP performance will allow monitoring of progress. IEP Coordinator will track IEP revisions that indicate movement to LRE. Scheduling will allow time for Professional Development with targeted staff. Assignment of key teachers for vocational program and liaison with District Vocational Director and Coach for ongoing support.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p><u>Midyear data in each area will indicate growth comparable to 2014 – 15.</u></p>

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

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

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

### Part 1 – Needs Assessment

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

On the School Survey, teachers report a very high level of satisfaction (100%) in working with each other to improve their instructional practices and 93% satisfaction about working productively with colleagues. An area not addressed by the survey is the role/satisfaction of the paraprofessional – the largest group of staff in the school. Additional staff members who should be included in collaboration are the Related Service Providers (OTs, PTs, Speech, Vision, Hearing, Mobility). Paraprofessionals were engaged in professional development throughout 2014 – 15, focused specifically on interpreting the Danielson Framework for Teaching for the role of the paraprofessional.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.

There will be an increase in teacher satisfaction scores on the Supportive Environment, Collaborative Teachers, or Trust categories as measured by the Spring 2016 School Survey and/or on a school developed survey completed by paraprofessionals.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Paraprofessionals are scheduled for once monthly professional development, led by the Paraprofessional Leader and other specialists (i.e. OT/PT/Speech Supervisors, PBIS Lead Teachers) regarding job related topics.</p>	<p>All paraprofessionals</p>	<p>Yearlong</p>	<p>Principal, Lead Paraprofessionals</p>
<p>Once monthly class team meetings allow all staff serving each class of students to meet and share professional learning, resolve problems and support each other.</p>	<p>Classroom teams</p>	<p>yearlong</p>	<p>Principal, coverage staff, class teachers</p>
<p>Paraprofessional Lead meet with Administration monthly to plan development for paraprofessionals.</p>	<p>Lead Paraprofessionals</p>	<p>yearlong</p>	<p>Principal, Lead Paraprofessionals</p>
<p>Paraprofessionals complete their FfP self-assessment, and discuss it with their classroom teacher and other paraprofessionals, 3 times during the year.</p>	<p>All Paraprofessionals</p>	<p>November, January, June</p>	<p>Principal, Lead Paraprofessionals, Classroom Teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Careful scheduling, budget to support coverage for paraprofessionals when they are out of the classroom and incidental supplies.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Monthly checks to ensure participation is occurring regularly.</p> <p>Paraprofessional survey completed in January/February will indicate an increase in satisfaction from baseline.</p>

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

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

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

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**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.

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

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		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.

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

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

**Section 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**

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

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**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.

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		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.

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

**Section 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	All students	<p>UNIQUE program supports students on 3 levels with adapted instructional materials.</p> <p>DEAR supports and encourages independent reading.</p> <p>SMiLE supports literacy acquisition for special populations.</p>	<p>UNIQUE and DEAR are flexible and can be used individually and as small group.</p> <p>SMiLE is done individually.</p>	Throughout the school day.
<b>Mathematics</b>	All students	<p>UNIQUE imbeds math in all units.</p> <p>EQUALS is a more in-depth adapted math program aligned to CCLS.</p>	Flexible programs can be done individually or in small groups.	Throughout the school day.
<b>Science</b>	All students	UNIQUE imbeds science in all units.	Flexible programs can be done individually or in small groups.	Throughout the school day.
<b>Social Studies</b>	All students	UNIQUE imbeds social studies in all units.	Flexible programs can be done individually or in small groups.	Throughout the school day.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Identified by IEP mandate	counselor developed goals addressed in sessions	Individual or small group	during the school day or during extended day program for MS students.



## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

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

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

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

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

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

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

**Part 4: SWP Schools Only**

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

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

**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.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	0		

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 Involvement 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 Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

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

The activities and/or strategies included in your school's PIP should align with current 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 Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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**Parent Involvement Policy (PIP) Template**

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. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent 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., NCLB/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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent 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) Template**

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

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

Provide high quality curriculum and instruction consistent with 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 No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

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

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

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

Part A: School Information	
Name of School: <u>Ramon E. Betances, P396K</u>	DBN: <u>75K396</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

P396K is a District 75 school that provides a comprehensive range of Special Education services to approximately 265 students, including 61 English Language Learners (ELLs) in grades K-8, 12 in a Spanish Bilingual class, 14 in the Yiddish Bilingual classes and 35 in freestanding ESL. Our students' ages range from 4 years, 9 months to 14 years. Our classes (12:1:4, 6:1:1, and 8:1 :1 ) are held at the Main Site as well as at an off site located at P.S. 289. All of our ELLs participate in Alternate Assessment. During the 2014-2015 school year, all 61 ELLs, will participate in the NYSESLAT in the spring of 2015. In addition, all of our NYSAA age eligible ELLs will participate in the NYSAA exam, which will begin in the fall of 2014 and be completed in February 2015. Currently, P396K has (1) fully certified Special Ed. Spanish Bilingual teacher. Ms. Renteria is a 12:1:4/Middle School grade level teacher (6-8). Ms. Tabak, the teacher who is providing NLA instruction in the Yiddish bilingual program (grades K-5) is awaiting her NYS bilingual extension certification. In addition, we have (1) ESL teacher, Ms. King , \_\_\_\_\_ who services students in grades (K-8).

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Transitional Bilingual Program:

Our Transitional Bilingual Program is made up of an eight period day, where each period is defined as a 46 minute block of time, for a total of 368 minutes per day. This program is composed of a Spanish bilingual class of 12 middle school students, all of whom participate in Alternate Assessment. We opened a Yiddish bilingual class at the 289 offsite during the fall of 2014. Currently, there are 14 students enrolled in the program across two classes, a 6:1:1 and a 12:1:4. The components of the bilingual program are: (a) English as a Second Language: All students in bilingual classes receive 360 minutes or more of mandated ESL instruction, all students receive a minimum of 180 minutes of NLA as per CR Part 154. ESL instruction incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques and the use of graphic organizers. A key feature seen in our classrooms is the embedded use of Augmentative and Alternative Communication (AAC) devices, which can range from Big MACs to iPads and are typically paired with SymbolStix, an engaging collection of symbols designed by News-2-You, Inc. as an online component of their UNIQUE instructional program. Additional technologies utilized include, but are not limited to the use of the Internet, software programs, adapted switches, our internal P396K e-IEP data system, the SANDI assessment (online), the FAST benchmarking assessment (online), and the UNIQUE instructional program (online), which are incorporated into all aspects of the instructional day in order to give our alternate assessment ELL students additional support. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. (b) Native Language Arts (NLA), in which the bilingual students receive 180 minutes or more of mandated Native Language Arts instruction in Spanish or Yiddish and (c) English Language Arts (ELA), in which students at the advanced level of proficiency receive 180 minutes of ELA and 180 minutes of ESL.

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Freestanding ESL Program:

This program is comprised of 35 ELLs including 29 students whose IEPs indicate ESL only and 6 students whose IEPs indicate bilingual instruction (these students work with an Alternate Placement Paraprofessional who speaks the students' native language as well as English). We utilize both a push-in and pullout instructional model in our Freestanding ESL Program. ESL instruction incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques and the use of graphic organizers. Content Area Instruction, inclusive of English Language Arts are infused into

## Part B: Direct Instruction Supplemental Program Information

all aspects of instruction. In addition, our ESL provider utilizes UNIQUE, our school-wide instructional program during pullout sessions so that our ELLs will not lose valuable instructional time. Multisensory and multicultural ESL materials are incorporated throughout all aspects of instruction.

- The theme of our Title III Supplemental Instructional Program is "Bead Jewelry Design and Real Work Skills for ELLs." Our goal for the Title III Supplemental Instructional Program is to have our ELLs work on strategies that will help them to improve their knowledge in the ELA and Math content areas through the use of the UNIQUE instructional program, with an additional focus on career awareness and readiness skills as well as 21st century work related skills for ELLs in grades 6-8 as mandated by the NYS Common Core Learning Standards (CCLS). Our teachers will address the NYS CCLS, the NYS ESL Standards, the NYS Bilingual Common Core Progressions, and the Career Development and Occupational Studies Standards (Intermediate) in their lesson/unit plans. With regard to the development of work related skills, our students will participate in a structured work program at a local food pantry as a component of the 2015 Saturday Title III program. With the support of an occupational therapist, our students will learn to create bead jewelry, which will be sold to family, friends, and staff during our showcase on the last day of our Title III program. According to Dr. Robert Reiner of New York University, "Craft therapy is healing and invigorates the mind as well as the body...the act of performing a craft is incompatible with worry, anger, obsession, and anxiety.... They're stress-busters in the same way that meditation, deep breathing, visual imagery, and watching fish are." The materials used to create our bead jewelry will stimulate the development of our students' tactile sensory needs. Our occupational therapist will provide professional development to staff on jewelry making during our regularly scheduled Title III professional development period as well as during push-in support in the classroom. The Title III program will supplement the regular mandated ESL and NLA instruction that the students receive during the school day. A total of (12) grade 6-8 ELL students, from both our ESL only and Spanish Bilingual programs, will participate in the Title III Supplemental Program for ELLs. We plan to have one instructional group of students in grades 6-8, utilizing a 12:1:4 ratio. Our Title III program will address the instructional needs of our newcomer ELLs as well as those ELLs who have been in the program for more than three years. Classes will meet for a total of (32) instructional hours to be completed during the spring of the 2014-2015 school year. We plan to commence the Title III program in March of 2015 and end in June of 2015. Our instructional hours will be from 11:00 A.M. - 3:00 P.M. We will meet during an 8-week period, beginning on March 21, 2015. In order to present and sell the materials created by both parents and students during the Title III program, we plan to host our culminating ELL showcase on the third Saturday in June, the 20th. The anticipated start date for our Title III Bilingual ELL Academy will be the third Saturday in March 2015 and the anticipated end date will be the third Saturday in June 2015.

- An administrator will be available to supervise the Title III program during each instructional day of the program. The (3) instructors in our Title III program will include: a certified bilingual and/or ESL teacher, a certified speech teacher, and a certified occupational therapist (O.T.). Student-to-staff ratios will be maintained as two pedagogues will be providing direct instruction to students at all times during the program. We also plan to hire three paraprofessionals to work in the Title III program. We will make every effort to hire paraprofessionals who speak the native languages of the students represented in the Title III program. In order to further develop the students' fine motor skills, the occupational therapist will work in collaboration with the ESL teacher and the speech teacher in the classroom. Having an occupational therapist is pivotal to the success of our Title III program because we will focus on jewelry making and bead threading skills. The occupational therapist will work closely with students on the following: the continued development of fine motor skills, tactile sensory input, visual motor skills, and visual perception skills. All functioning human beings need to have a bilateral approach or bilateral coordination in order to perform their activities of daily living to the highest degree possible. Bilateral coordination is defined as the ability to "cross the midline." Having a well-developed sense of bilateral coordination enables both feet or both hands to work together. Based on our internal school data (IEP system, the School Functioning Assessment (SFA) and other informal assessments)

## Part B: Direct Instruction Supplemental Program Information

collected by our occupational therapists, this skill is primary for all of our alternate assesment students because it must be taught discretely and then embedded into our curriculum across content areas. The occupational therapist will not be compensated with Title III funds, with the exception of the professional development periods, since he or she will be the lead presenter for a majority of our professional development offerings. The O.T. will receive 'comp time' for the instuctional hours worked in the Title III program. In order to develop students' communication skills, the speech teacher will work in collaboration with the ESL teacher and co-teach. The speech teacher will focus on the students' expressive and receptive language development from a clinical perspective using AAC devices, picture cues, and verbal/gestural directions. The language of instruction for the Saturday Bilingual ELL Academy will be English, native language will be used when required as a support for students.

- Based on parent participation responses from the 2013-2014 Title III program, we anticipate that the participating parents and students will speak the following languages: Spanish, Chinese, Bengali, and Haitian Creole. These students were identified to participate in the program due to their INV/NSC 2014 NYSESLAT test scores. In addition, theses students require supplemental ELA and Math instruction as indicated by the aforementioned test results. The students' Alternate Assessment scores, IEP goals, NYSAA scores and general readiness for the transition to high school were also taken into consideration. Most of our participating students will be either newcomers or students between 4-6 years of service.

- The Saturday Title III program will assist students in developing their listening, speaking, reading and writing skills, particularly in the specified content areas of Math and ELA for the forthcoming 2015 NYSAA and NYSESLAT assessments. The following ESL standards will be incorporated into the instruction: Standard 1 (the students will read, write, listen, and speak for information and understanding) and Standard 2 ( the students will read, write, listen, and speak for literacy response and expression). ESL Standard 2 will be aligned to the 2014 NYS CCLS Bilingual Progressions. In addition to the NYS ESL standards/progressions, grade appropriate CCLS in ELA and Math will also be incorporated into our instructional program. The Saturday program will include the use of iPads for ELA and Math instruction, teacher made materials for ELA and Math that focus on career readiness themes, and adapted lessons from UNIQUE. The students' instructional day will consist of one period of ELA, one period of Math, and one period of Bead Jewelry Design and/or vocational work preparation at the food pantry on each day of the program. The speech teacher will push-in and co-teach with the ESL teacher. The speech teacher will assist the ESL teacher and staff to develop functional communication materials in ELA, Math, jewelry design and the vocational component. The occupational therapist will work with the teachers to strengthen the students' global fine motor development, particularly in the areas ELA, Math, jewelry design, and the vocational program. Student progress will be measured by teacher created assessments as well as 2015 NYSAA and NYSESLAT scores.

- Instruction will be provided in English with minimal Native Language assistance from our ESL teacher and (3) educational assistants. In order to provide native language assistance, we plan to hire paraprofessionals who are fluent in the students' native languages. Instruction will be differentiated according to the functioning levels of the students as well as NYSESLAT scores. Instruction will be delivered in English in a classroom format with a licensed bilingual or ESL teacher as the instructional leader and bilingual educational assistants who are employed by the Department of Education. The enrichment component will focus on jewelry making, it will be designed and taught in collaboration with the ESL or bilingual teacher. Our ELLs will learn about the skill of jewelry design, as well as the vocabulary and technical terms needed to be successful in this domain specific craft activity. In addition to teacher made materials, we will purchase communication devices, and learning puzzles that focus on career awareness for our ELA theme, and assorted beading material for the jewelry design component of our program. Pre- and post-test results from Unique , teacher made checklists, and bead jewelry work samples will be used to assess the students' growth at the beginning

### Part B: Direct Instruction Supplemental Program Information

and completion of the eight sessions.

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### 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: \_

Professional development for an assistant principal, an ESL or bilingual teacher, a speech teacher, an O.T., and 3 educational assistants will take place from 10:00 A.M.-11:00 A.M. prior to the start of each Title III instructional program session for a total of eight sessions, beginning on March 21, 2015. The anticipated start date for our Title III Bilingual ELL Academy will be the third Saturday in March 2015 and the anticipated end date will be the third Saturday in June 2015. Topics for professional development will include:

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(1) Fine Motor Development in Creating Bead Jewelry - Session I, presented by the O. T., (2) The Effective Components of a Vocational Program for ELLs, presented by one of the P396K vocational teachers, the vocational teacher will receive 'comp time' for her participation, (3) Writing Standards-based Lessons for ELLs aligned to the CCLS and linguistic goals, presented by the A. P., (4) Fine Motor Development in Creating Bead Jewelry Design - Session II, presented by the O. T., (5) effective use of graphic organizers with ELLs, presented by a licensed bilingual teacher or ESL teacher, (6) The Effective Use of Visual Communication Cues in Reading Instruction, presented by a speech teacher, (7-8) selected chapters from the text, "Jewelry and Beading Designs For Dummies" by Heather Dismore and Tammy Powley, presented by the O.T. Three copies of the text will be purchased with Title III funds for use doing our book study component.

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The aforementioned topics are aligned with the focus on listening, speaking, reading, and writing as well as Math skills for students in K-8 NYSESLAT and NYSAA assessments.

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### 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: \_

Title III funds will be used to provide workshops to parents concurrent with the Saturday Title III program from 11:00 A.M. - 1:00 P.M. during each of the eight sessions beginning on the third Saturday in March. Our speech teacher, O.T., and/or Parent Coordinator will present these workshops. Our Parent Coordinator will not be compensated with Title III funds, she will receive 'comp. time' as remuneration for her services. Parents will receive information about our proposed Title III program

### Part D: Parental Engagement Activities

during our ELL Parent orientation in the late fall. In addition, parents will receive the DOE Title III letter, in their native language, a couple of months in advance of the program (this will occur in February before and after the DOE school holiday break). Our ESL or bilingual teacher and educational assistants will make telephone calls to parents concerning the program once the Title III letters have been disseminated. Since we plan to begin Title III recruitment in January of 2015, our speech teacher, assistant principal, and parent coordinator will provide the orientation session for parents on the first day of the program from 11:00 A.M. - 11:30 A.M. Following the orientation, the speech teacher will work with the parents for an additional 1.5 hours. Parents will be encouraged to assess their own personal home needs for communication with their children. Parents will participate in a parent workshop model of instruction that will help them to create communication materials, e.g., communication boards and cues to use at home with their children. Following the parental engagement portion, the speech teacher will co-teach with the ESL or bilingual teacher in the classroom from 1 P.M. - 3:00 P.M. It is an expectation of the program that our parents return to the classroom to work alongside their children and learn about the instructional strategies used to support during the day.

The parent coordinator is responsible for overseeing the parental engagement component of our program and she will survey the parents concerning topics of interest. In the past, the topics for the workshops that we have provided to parents included: "Accessing the 'Front Door' Service", "Connecting with Medicaid Service Coordinators", "Creating a Communication Rich Home", "How to Make Communication Boards and Visual Cues – a Hands on Approach", "What Are Augmentative Devices and How to Use Them to Communicate with Each Other", and "Creating a Daily Routine That Is Adapted for All." After the parent workshop, parents will be invited to work alongside their children in the classrooms for the remainder of the instructional day (two hours). In order to encourage family literacy practices, we will host a raffle for parents for 1 (\$30.00) gift card to Barnes and Noble at the completion of our program. Refreshments will be served to the parents during each Title III workshop.

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	<u>Instructional Program:</u> <u>1,616.00</u> <u>\$2,788.80</u> <u>\$1,690.88</u> <u>\$1,616.00</u> <u>Subtotal - \$7,711.68</u> <u>Professional Development:</u> <u>\$404.00</u> <u>\$697.20</u> <u>\$422.72</u> <u>\$404.00</u> <u>Subtotal - \$1,927.92</u> <u>Total Salary - \$9,639.60</u>	Professional salaries include per session rate. In addition, professional development will be include in the salary for all staff who participate in the Saturday Academy. <u>Instructional Program:</u> <u>1 teacher x 1 day per week x 4 hours per day x \$50.50 per hour x 8 weeks = \$1,616.00</u> <u>3 paras x 1 day per week x 4 hours per day x \$29.05 per hour x 8 weeks = \$2,788.80</u> <u>1 administrator x 1 day per week x 4 hours per day x \$52.84 per hour x 8 weeks = \$1,690.88</u> <u>1 speech teacher x 1 day x 4 hours x \$50.50 per hour x 8 weeks = \$1,616.00</u>

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>Subtotal - \$7,711.68</u> <u>Professional Development:</u> <u>1 teacher x 1 day x 1 hour per day x 8 weeks x \$50.50 per hour = \$404.00</u> <u>3 paras x 1 day x 1 hour per day x 8 weeks x \$29.05 per hour = \$697.20</u> <u>1 administrator x 1 hour per day x 8 weeks \$52.84 per hour = \$422.72</u> <u>1 speech teacher x 1 day x 1 hour per day x 8 weeks \$50.50 per hour = \$404.00</u> <u>Subtotal - \$1,927.92</u> <u>Total Salary - \$9,639.60</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	<u>\$44.91</u> <u>\$199.99</u> <u>\$318.00</u> <u>\$138.00</u> <u>\$100.00</u> <u>\$54.85</u> <u>\$31.90</u> <u>\$21.00</u> <u>\$70.00</u> <u>\$51.75</u> <u>Subtotal - \$1,030.40</u>	<u>3 copies Jewelry and Beading Designs For Dummies x 14.97 = \$44.91</u> <u>1 iPad mini x \$199.99 = \$199.99</u> <u>2 Quick Talker 7 - 2 x \$159.00 = \$318.00</u> <u>2 Quick Talker 1 - 2 x \$69.00 = 138.00</u> <u>Speech iPad apps = \$100.00</u> <u>1 "What Do You Say...What Do You Do...At School", pragmatics board game - x \$54.85 = \$54.85</u> <u>2 "Say and Do® Social Scenes for Home, School, and Community", pragmatics board game x \$15.95 = \$31.90</u> <u>Bead Stretch Cording \$7.00 x 3 = \$21.00</u> <u>Student Prizes (Notebooks, stickers, and awards) = \$70.00</u> <u>Program supplies for families for the culminating event = \$51.75</u> <u>Subtotal - \$1,030.40</u>
Educational Software (Object Code 199)	-	_____
Travel	<u>\$250.00</u>	<u>50 metrocards x \$5.00 = \$250.00</u>
Other	<u>\$30.00</u> <u>\$250.00</u> <u>Subtotal - \$280.00</u>	<u>Raffle for parent engagement</u> <u>1 (\$30.00) raffle tickets for Barnes and Nobles = \$30.00</u> <u>Refreshments will be served to</u>

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>parents = \$250.00</u> <u>Subtotal - \$280.00</u>
<b>TOTAL</b>	<b><u>11200.00</u></b>	<b><u>11200.00</u></b>

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>75</b>	Borough <b>Brooklyn</b>	School Number <b>396</b>
School Name <b>Ramon E. Betances</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Nira Schwartz - Nyitray</b>	Assistant Principal <b>Shawna K. Hansford</b>
Coach <b>Hope Ffrench</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Esther Tabak</b>	School Counselor <b>Amsel Powell</b>
Teacher/Subject Area <b>Chaya Krieger/Bil. Yiddish</b>	Parent <b>Yvonne Ogelsby</b>
Teacher/Subject Area <b>Adelaida Renteria/Bil. Spanish</b>	Parent Coordinator <b>Linda McKenna</b>
Related-Service Provider <b>Anna Caba</b>	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>306</b>	Total number of ELLs	<b>71</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	71	<b>Newcomers</b> (ELLs receiving service 0-3 years)	52	<b>ELL Students with Disabilities</b>	71
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	18	<b>Long-Term</b> (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	18	0	18	7	0	7	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	34	0	34	11	0	11	1	0	1	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 6

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	4	5					0
SELECT ONE	2	8	2	0	4	0	0	0	0					0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

\* EP=English proficient student

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

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

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

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

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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### Freestanding English as a New Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	2	2	3	1	3	5	5	1					0
Chinese	0	1	0	0	1	1	0	0	0					0
Russian	0	0	0	0	0	0	0	1	0					0
Bengali	1	1	0	1	0	0	0	2	1					0
Urdu	0	0	0	0	0	0	0	0	0					0
Arabic	0	0	0	1	0	0	0	1	0					0
Haitian	2	0	0	1	1	1	0	0	0					0
French	0	0	0	0	0	0	0	1	0					0
Korean	0	0	0	0	0	0	0	0	0					0
Punjabi	0	0	0	0	0	0	0	0	0					0
Polish	0	0	0	0	0	0	0	0	0					0
Albanian	0	0	0	0	0	0	0	0	0					0
Other FU/MB	0	0	1	1	0	0	0	0	0					0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)														0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Our school uses the Student Annual Needs Determination Inventory (SANDI), a CCLS aligned assessment to identify students' IEP goals in grades K-8 and FAST is used to benchmark students' IEP development. The instructional program that all ELLs are exposed to is UNIQUE. Other early literacy assessments that are used as an either an intermersion or a supplement to UNIQUE include, but are not limited to:  
 -Work Sampling System (K-2), SMILE, Attainment, First Author, and teacher-created assessments.  
 The ESL teacher works collaboratively with each teacher in the building to create students SMART IEP goals for ELA.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Due to profound developmental and/or cognitive delays, the data reveals that across grade levels our students score in the low range on both the NYSITELL and NYSESLAT. With regard to the five levels of language progressions, out of 71 ELLs, one student is on the transitioning level, the remaining students would fall somewhere between the entering and emerging language levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 We administered the NYSESLAT in the spring of 2015. In reviewing the 2015 NYSESLAT as well as school level IEP data from the 2014-2015 school year, we found that the students' strengths are in the listening and speaking modalities. On average our students in grades K-8 have lower reading and writing skills as compared to higher listening and speaking skills as measured by the NYSESLAT. The majority of our ELLs who were tested received invalid scores because they could not complete all portions of the exam due to one or more developmental and/or physical disabilities. Due to global cognitive delays, reading and writing continue to be an area of need for our ELLs. We have targeted newcomers and students who received an INV or NSC NYSESLAT decision to participate in our supplemental 2015-2016 supplemental Title III program.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

The majority of our school population (K-8) functions on a kindergarteen reading and writing level as measured by the fall 2015 SANDI data results. SANDI is a Comprehensive Classroom System for Students Taking Alternate Performance Assessments. As evidenced by the 2015 NYSAA scores, our ELLs achieve competitive scores on English language exams that are designed for alternate assessment students. Due to the severe cognitive disabilities that our students have, the ELL Periodic Assessment tool is currently not a valid assessment tool for use with our ELLs because it cannot assess all of our students in the four modalities : reading, speaking, listening, and writing.

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

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

6. How do you make sure that a student's new language development is considered in instructional decisions?  
In consideration of second language development, our ELLs are exposed to the same rigorous instruction as their non-ELL peers. We encourage and utilize the use of the push-in model so that ELLs will not lose out on valuable instructional time. The use of ENL strategies, scaffolding, the availability of classroom libraries in home Languages as well as English, using Common Core Learning Standrds (CCLS), New Language Arts Progressions and Home Language Arts Progressions, are all an integral part of the instruction of our ELLs. UNIQUE, our school-wide instructional program is CCLS aligned. In addition, the SANDI assessment was also universally aligned to the CCLS by Riverside, its parent vendor.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

Currently, our school only offers ENL and TBE (Spanish) programs.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
Primarily, we evaluate the success of our programs for ELLs by students' progress on the NYSESLAT exam. However, since the current NYSESLAT exam was designed for a General Ed./Standardized assessment population and our 53 ELLs are all in a full-time Special Ed./Alternate assessment population, the current NYSESLAT exam is an insufficient stand-alone measure to determine ELL progress. In addition to the NYSESLAT, we utilize our students New York State Alternate Assessment (NYSAA) scores as a comparative data source.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Paste response to question here:

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Paste response to question here:

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members

(refer to ELL Policy and Reference Guide, ELL Identification section).

**Paste response to question here:**

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

**Paste response to question here:**

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section).

**Paste response to question here:**

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

**Paste response to question here:**

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

**Paste response to question here:**

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

**Paste response to question here:**

9. Describe how your school ensures that placement parent notification letters are distributed.

**Paste response to question here:**

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

**Paste response to question here:**

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

**Paste response to question here:**

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

**Paste response to question here:**

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

**Paste response to question here:**

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
**Paste response to questions here:**
  - b. TBE program. *If applicable.*  
**Paste response to questions here:**
  - c. DL program. *If applicable.*  
**Paste response to questions here:**
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
**Paste response to questions here:**

**Chart** 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.

**Paste response here:**

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

**Paste response to question here:**

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

**Paste response to question here:**

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

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

**Paste response to questions here:**

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

**Paste response to questions here:**

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

**Paste response to question here:**

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

**Paste response to question here:**

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

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

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

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



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

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

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

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

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

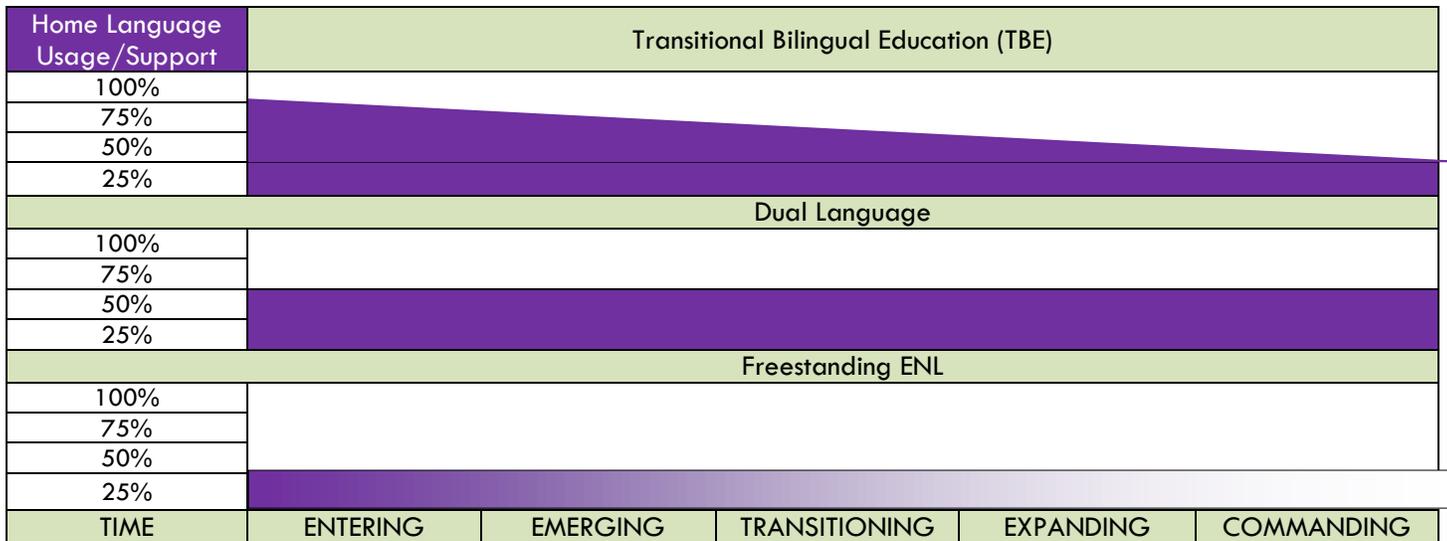


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
**Paste response to question here:**
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
**Paste response to question here:**
12. What new programs or improvements will be considered for the upcoming school year?  
**Paste response to question here:**
13. What programs/services for ELLs will be discontinued and why?  
**Paste response to question here:**
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
**Paste response to question here:**
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
**Paste response to question here:**
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
**Paste response to question here:**
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
**Paste response to question here:**
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
**Paste response to question here:**
19. What language electives are offered to ELLs?  
**Paste response to question here:**
20. 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)?

**Paste response to question here:**

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
**Paste response to question here:**
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
**Paste response to question here:**
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
**Paste response to question here:**
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [\*ELL Policy and Reference Guide, Professional Development\*](#) section.

**Paste response to question here:**

### C. Parental Involvement

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

**Paste response to question here:**

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

**Paste response here:**

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

**Paste response here:**

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

**Paste response to question here:**

5. How do you evaluate the needs of the parents?

**Paste response to question here:**

6. How do your parental involvement activities address the needs of the parents?

**Paste response to question here:**

### D. Additional Information

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

During the LAP process, our team has evaluated our program needs by looking at various streams of data (ATS, Exam Scores, ELL Compliance Binder, and current ELL research). Materials and programs are currently meeting the needs of our ELLs. We will continue the process of creating an ENL schedule to cluster the ELL students with Alternate Placement paraprofessionals by age range and disability in order to facilitate ENL services. In order to facilitate a maximized ENL mandate schedule, we have secured a large room for our ENL teacher. We are in the process of hiring a new ENL teacher for the 2015-2016 school year.

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nira Schwartz - Nyitray	Principal		10/30/15
Shawna K. Hansford	Assistant Principal		10/30/15
Linda McKenna	Parent Coordinator		10/30/15
Esther Tabak	ENL/Bilingual Teacher		10/30/15
Yvonne Ogelsby	Parent		10/30/15
Chaya Krieger/Bil. Yiddish	Teacher/Subject Area		10/30/15
Adelaida Renteria/Bil. Spanish	Teacher/Subject Area		10/30/15
Hope Ffrench	Coach		10/30/15
	Coach		
Amsel Powell	School Counselor		10/30/15
	Superintendent		
	Borough Field Support Center Staff Member		
Anna Caba	Other _____		10/30/15
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

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

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

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

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

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

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

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

P396K has identified a Language Access Coordinator (LAC). The LAC's main responsibility is to facilitate the provision of language access services by ensuring that everyone in the school community is aware of his/ her obligations with respect to providing language access and assisting English Language Learners (ELL) parents. To ensure that all parents are provided with appropriate and timely information in a language they can understand parents at our school are required to complete a Home Language Identification Survey (HLIS) upon initial enrollment at the school building level if it was not completed during the initial intake process at the Committee on Special Education (CSE). A trained school staff member who is a pedagogue meets with parents to complete the HLIS and an informal interview is conducted with the assistance of interpreters as needed in order to determine the child's home language and subsequent eligibility for the New York State Identification Test for English Language Learners (NYSITELL). The information obtained from the HLIS is then entered into ATS as the parents' official home language.

In order to determine parental preference for written communication, we send home an informal parent survey at the beginning of the school year that tabulates our parents' preferred language for receiving written communication. This information is also collected from the Student Emergency Contact cards (Blue Cards) as well as the HLIS. In addition, the school reviews incoming students' IEP's to ensure that the correct home language information has properly migrated from ATS to SESIS. Students who arrive throughout the school year will continue to be checked for an accurate home language determination as well as parental language preference needs for written and oral communication through the use of the aforementioned systems.

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

In compliance with Chancellor's Regulation A-663, P396K recognizes the importance of communicating in an effective manner with all parents. ELL parents at our school need written translation as well as oral interpretation services. The LAC, Parent Coordinator, Intake Coordinator, Family Worker and Pupil Personnel Secretary record the language needs of our parents and keep staff/parents abreast of issues/concerns resulting from communication needs. In assessing our school's written translation and oral interpretation needs, we cross-referenced the HLIS documents with key ATS documents such as the Home Language Report (RHLA) and the Adult Preferred Language Report (RAPL).

After reviewing these documents, we found that in our ELL homes, parents speak the following native languages: Arabic (2), Bengali (6), Cantonese (2), French (1), Fulani (1), Haitian Creole (5), Mandarin (1), Mandinka (1), Russian (1), Spanish (35), and Yiddish (16). A total of 235 parents have English as their home language. Every effort is made to ensure that the parents of our 71 ELLs receive written notification in their home languages. In reviewing the language preferences for written communication, we have found that not all parents have indicated a preferred language. The RAPL report indicates the following for written communication: Arabic (1), Bengali (2), Chinese/any (2), English (118), Haitian Creole (1), Russian (1), Spanish (24), and Yiddish (1). The findings of our written translation and oral interpretation needs assessment is documented in our school's Comprehensive Educational Plan (CEP) and has been shared with our school community.

## **Part B: Creating a Communications Calendar**

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

Documents that our school typically disseminates include, but are not limited to: NYS testing dates, letters from the Principal, flyers, memos, handouts, brochures, newsletters, calendars, forms, and surveys. These documents are distributed as needed throughout the year. Upon parental request, P396K will provide translation of an IEP in a covered language through the use of a bilingual staff member or the T&I Unit. IEP translations of non-covered languages will be sent to a vendor. In addition, we are able to access critical documents that are already translated on the intranet at <http://intranet.nycboe.net/SchoolSupport/TranslatedDocs>.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as

possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Written translation and/or oral interpretation services are provided by school staff members such as bilingual teachers and paraprofessionals, and alternate placement paraprofessionals on a daily basis at our school. Formal face-to-face meetings that our school hosts with parents include, but are not limited to: annual and triennial IEP meetings (throughout the year), Saturday Family Fun Days (monthly), parent-teacher conferences (fall and spring), Parent Coordinator events (weekly), our Title III program (spring), Graduation (June) and ALL District 75 sponsored parent engagement events (monthly).

### **Part C: Providing Language Assistance Services**

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

Throughout the year, parent translation needs data culled from the Student Registration Form (initial registration), HLIS (initial registration), Blue Cards (updated annually), and key ATS reports are carefully reviewed by the LAC and this data is noted for future reference regarding written communication with our students' homes. Our parents receive written information about upcoming events, school and/or DOE policy, and ongoing student needs in their home language as well as English. Every effort is made to ensure that parents are informed in a timely manner concerning events that are taking place at the school level and throughout District 75 by written notification in a language that they understand. We provide each parent who requires language assistance services with written notification of their rights regarding translation and interpretation services along with instructions on how to obtain such services. Parents who require written language assistance in a language other than English will receive translation services from in-house bilingual paraprofessionals, teachers, or any designated school staff who can effectively write in the parents' home language as needed. Currently, we have staff members who are able to translate informal school documents into the following languages: Arabic, Bengali, Cantonese, Dutch, French, Haitian Creole, Hebrew, Mandarin, Russian, Spanish, and Yiddish. Our LAC, Parent Coordinator, Family Worker, and other key staff members have also utilized online translation websites (i.e., <http://www.babelfish.com> or <http://translate.google.com>) to translate documents for teachers in order to send home information to parents in a timely fashion.

In addition, we have posted written notification on the parent involvement bulletin board concerning the available documents and translation services that the NYCDOE/school provides. Translated versions of school-wide documents in languages for which we are unable to provide a written translation by an in-house staff member or which may require a more complex degree of linguistic sophistication are emailed to the NYCDOE Translation & Interpretation Unit (T&I Unit) - [translations@schools.nyc.gov](mailto:translations@schools.nyc.gov). In order to ensure timely provision of translated documents, the written documents are typically emailed to the T&I Unit a minimum of a month in advance of the date of the planned event.

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

Throughout the year, parent interpretation needs data culled from the Student Registration Form (initial registration), HLIS (initial registration), Blue Cards (updated annually), and key ATS reports are carefully reviewed by the LAC and this data is noted for future reference regarding oral communication with our students' homes. Every effort is made to ensure that all future oral communication is conducted in the home language by a staff member who speaks the students' home language. Parents are informed in a timely manner concerning events that are taking place at the school level and throughout District 75 by written notification in a language that they understand and follow-up telephone calls in a language that they can understand. Currently, we have staff members who are able to serve as interpreters in the following languages: Arabic, Bengali, Cantonese, Dutch, French, Haitian Creole, Hebrew, Mandarin, Russian, American Sign Language, Spanish and Yiddish. We provide in-house oral interpretation services to parents for the following: school conferences, new student enrollment, social events, PTA meetings, and IEP meetings. Parents of ELLs are also encouraged to attend all school conferences, social events, PTA meetings, and IEP meetings with an interpreter of their own choosing if it is possible. In the event that we are unable to offer in-house interpretation support to parents at the school level, we contact the NYCDOE T&I Unit for oral interpretation support. Our parents are also informed of the over-the-phone interpretation services that are available to all schools and offices by the T&I Unit.

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

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

As previously indicated, our LAC's main responsibility is to facilitate the timely provision of language access services by ensuring that everyone in the school community is aware of his/ her obligations with respect to providing language access and assisting English Language Learners (ELL) parents. Best practices for providing language access to parents at P396K include: distributing Chancellor's Regulation A-663 to all staff during our annual orientation in the fall, reminding staff of their responsibility to communicate with parents in a timely fashion in a language that the parent understands during our monthly faculty conferences, distributing the Language Identification Guide to office staff, training office staff in using the guide to help determine the language spoken by a parent, providing up-to-date information on administering the HLIS, and distributing the over-the-phone card to school safety agents so that they will be able to assist parents.

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

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

##### Checklist of Notification Requirements

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

In order to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services P396K posts signage in a conspicuous location at the main entrance and by the safety agent's desk in each of the nine covered languages detailing where the main office is and how parents can obtain notification of their rights regarding timely written translation and oral interpretation services. We also display the multilingual welcome poster provided by the DOE's T&I Unit.

Copies of key documents, such as the Parents Bill of Rights can be found in the Parent room on the first floor of our main site; all parents have access to this room. Furthermore, we provide parents with a copy of the Parents Bill of Rights and the Expect Success Guide in a language that they can understand each September.

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

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

In reviewing our language access needs our LAC has determined that we should regularly generate and review up-to-date ATS reports which indicate preferred languages for parents in our school community throughout the year. Our LAC will continue to track the language preferences of all parents in our school community. Beginning in the 2015-2016 school year, we will use our Parent Coordinator and Family worker to disseminate a parent survey in order to gather feedback from parents on the quality of the language access services that our school provides.