



**P. S. 360**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 360/ BRONX/ 10X360**  
**ADDRESS: 2880 KINGSBRIDGE TERRACE, BX. NY 10463**  
**TELEPHONE: (718) 548-1511**  
**FAX: (718) 548-1536**



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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 360      **SCHOOL NAME:** N/A

**SCHOOL ADDRESS:** 2880 Kingsbridge Terrace, Bronx, New York 10463

**SCHOOL TELEPHONE:** (718) 548-1511      **FAX:** (718) 548-1536

**SCHOOL CONTACT PERSON:** Nancy Rodriguez Lewis      **EMAIL ADDRESS:** nrodrig2@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Denise Scarano

**PRINCIPAL:** Nancy Rodriguez Lewis

**UFT CHAPTER LEADER:** Karen Case

**PARENTS' ASSOCIATION PRESIDENT:** Renee Padmore

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      N/A

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 10      **CHILDREN FIRST NETWORK (CFN):** \_\_\_\_\_

**NETWORK LEADER:** Bob Cohen

**SUPERINTENDENT:** Sonia Menendez

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Nancy Rodriguez Lewis	*Principal or Designee	
Karen Case	*UFT Chapter Chairperson or Designee	
Renee Padmore	*PA/PTA President or Designated Co-President	
Jeanette Torres	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Digeda Perez	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Denise Scarano	Member/ SLT Chairperson	
Laure Sambolin	Member/ Parent Representative	
Nancy Soria	Member/Parent Representative	
	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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P.S. 360 is located in the Kingsbridge Heights section of the Bronx. The school opened on September 9, 1999. It was built to reduce some of the overcrowding that existed in Community School District Ten. For the first five years, P.S. 360 was a limited choice school, drawing its students from P.S. 86 and P.S. 310. Beginning September 2004, P.S. 360 was assigned a zone of its own.

The total population the school presently serves is 482 students of diverse cultural backgrounds. Our school enrolls students in grades Pre-K -6, including English Language Learners and special needs population. Our school setting is a bright, well kept building that is made barrier free because it is handicap accessible by way of two elevators.

***Our School Mission: P.S. 360 is a Circle of Learners. Our circle consists of students, staff, families, and the neighborhood community at large. For the circle to remain unbroken, we must:***

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

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

***We believe that if our circle is to remain unbroken we must work collaboratively to achieve student excellence. We understand that for all students to be productive they must be sustained in an environment that is safe and therefore allows risk taking. This environment maintains a deep respect for diversity. For it is in diversity that intelligence, creativity, and curiosity grow and flourish.***

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

- ***A strong parent-teacher pact***
- ***A rigorous curriculum***
- ***Assessments and evaluations that drive instruction***
- ***Students who are critical thinkers and work independently***
- ***Staff that continues to grow professionally***
- ***Parents who are seekers of knowledge***
- ***Resources(i.e. Books, technology)***

- ***Child centered learning environments***
- ***Respect for all living creatures and their habitats***

The school offers students clubs such as Art, Drama, Track, Science, school newsletter and Technology as part of the enrichment opportunities. In addition, we offer parent workshops and school wide family events on a monthly basis.

P.S. 360 collaborates with several community based organizations including Kingsbridge Heights Community Center, Literacy, INC., Learning Leaders, Bronx Health Link, Wellcare, N.Y.C. Fire Department, Dial-A-Teacher, Fresh Air Fund, American Red Cross and Cornell University Cooperative Extension of N.Y.C.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	* Pre-K	* K	* 1	* 2	* 3	* 4	* 5	* 6	● 7
	● 8	● 9	● 10	● 11	● 12	* Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	18	18	18		92.4	93.3	TBD		
Kindergarten	49	52	66						
Grade 1	71	61	62	<b>Student Stability: % of Enrollment</b>					
Grade 2	62	68	53	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	77	71	74		63.0	92.5	TBD		
Grade 4	81	73	75						
Grade 5	70	79	61	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	63	64	72	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		84.1	80.28	89.3		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		7	29	TBD		
Grade 12	0	0	0						
Ungraded	2	0	1	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	493	486	482		10	6	4		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	45	50	49						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	1	0	TBD
Number all others	23	27	29	Superintendent Suspensions	0	0	TBD
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	91	78	60	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	9	7	13	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	40	41	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	15	12	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	1	TBD
	0	1	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.6	0.6	0.2	Percent more than two years teaching in this school	72.5	78.0	TBD
Black or African American	18.9	17.7	16.4	Percent more than five years teaching anywhere	45.0	43.9	TBD
Hispanic or Latino	77.1	77.4	77.2				
Asian or Native Hawaiian/Other Pacific Isl.	1.2	1.4	1.9	Percent Masters Degree or higher	75.0	76.0	TBD
White	2.2	2.7	2.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.9	96.9	TBD
Multi-racial							
<b>Male</b>	51.1	50.2	50.6				

DEMOGRAPHICS							
Female	48.9	49.8	49.4				

2009-10 TITLE I STATUS				
<input checked="" type="radio"/> Title I Schoolwide Program (SWP)	<input checked="" type="radio"/> Title I Targeted Assistance	<input checked="" type="radio"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="radio"/> 2006-07	<input checked="" type="radio"/> 2007-08	<input checked="" type="radio"/> 2008-09	<input checked="" type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>				<u>Category (Check ✓)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)	X						
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>			<b>Secondary Level (✓)</b>			
	ELA:	X		ELA:			
	Math:	X		Math:			
	Science:	X		Grad. Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	X	X	X				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	X	X	-				
Hispanic or Latino	X	X	-				

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-		
White	-	-			
Multiracial					
<b>Other Groups</b>					
Students with Disabilities	XSH	X	-		
Limited English Proficient	X	X	-		
Economically Disadvantaged	X	X	-		
<b>Student groups making AYP in each subject</b>	6	6	1		
<b>Key: AYP Status</b>					
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**<a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a></p>					

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	95.1	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	15.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	60	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	9	Quality Statement 5: Monitor and Revise	
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### **Student Progress for English Language Arts indicates the following:**

- **1 Year of Progress:** 63.0% of our students made at least 1 year of progress which is 41.0% of the way from the lowest (49.7 to the highest (82.1%) score relative to our Peer Horizon and 33.3% of the way relative to our City Horizon.
- **Average Change in Proficiency:** 30.7 is our average change in student proficiency which is 24% of the way from the lowest 12.8% to the highest 87.5 score relative to our Peer Horizon and 14.9% of the way to relative to our City Horizon.
- **Average Change Lowest 1/3 Students:** 76.0% is our average change in proficiency in our lowest 1/3 students which is 58.8% of the way from the lowest 55.3% to the highest 90.5% score relative to our Peer Horizon and 57.0% of the way relative to our City Horizon.

### **Student Progress for Mathematics indicates the following:**

- **1 Year of Progress:** 71.0% of our students made at least 1 year of progress which is 67.5% of the way from the lowest 38.6% to the highest 86.5% score relative to our Peer Horizon and 58.8% of the way relative to our City Horizon.
- **Average Change in Proficiency 44.0** is our average change in student proficiency which is 19.8 % of the way from the lowest 30.2 to the highest 100.00% score relative to our Peer Horizon and -5.3% of the way to relative to our City Horizon.
- **Average Change Lowest 1/3 Students:** 72.0% is our average change in proficiency in our lowest 1/3 students which is 61.3% of the way from the lowest 41.7% to the highest 91.1% score relative to our Peer Horizon and 90.8% of the way relative to our City Horizon.

The overall score for student progress was 35 out of 69. Additionally, the school received +.05 extra credit for closing the achievement gap with our Special Education Students in the area of English Language Arts . We did not receive extra credit for the other student groups. Overall the data shows we are making strides towards academic progress. This year we need to continue our efforts with our ELL students. We need to focus more on our Special Education Students as well as Hispanic and Black students to increase their academic proficiency.

Through strong and insightful leadership, P.S. 360 has been able to evolve over the years to have accomplished the following at this time:

- ❖ Administrations insightfulness to understand how students learn and how best to teach students by empowering all staff to help students progress.
- ❖ School life that is closely monitored and reflects the schools highest expectations and are demonstrated by displays and classroom environments.
- ❖ The school collects and uses appropriate data effectively to identify areas requiring improvement and to drive up standards.
- ❖ Strategic budgeting, resource and staffing decisions lead to high quality appointments and the right person for the right job to increase progress.
- ❖ Carefully differentiated professional development enables teachers to improve their instruction and help students progress more rapidly.
- ❖ Guidance and other support services fit students' needs thoughtfully and helpfully to meet individual needs well.
- ❖ Good collaboration and sharing of resources and practice leads to improved instruction.
- ❖ Teachers are held firmly to account for student progress and constantly revise their practice to improve outcomes.
- ❖ The school shares goals in a way that enables all community members to understand them and support their achievement.
- ❖ The school tracks student progress and the movement towards goals well, providing individualized support where necessary to improve progress.

Aids to Continuous school improvement are:

- On- going Staff Development to support staff in developing quality unit plans and delivering in-depth, rigorous lessons to students using various methods of differentiation.
- AIS intervention service across the grades to students who are at- risk.
- Providing adequate materials and supplies to teachers for use with students.
- Opportunities to participate in open-access periods to the school library two times daily.
- High staff retention as it provides support and consistency for our students.

Barriers to continuous school improvement are:

- Amount of professional development time available to us is not adequate as compare to our needs.
- Lack of an auditorium, a regulation size gym and playground hinder our ability to offer students quality programs in Physical Education and the arts.
- An inadequately staffed School Based Support Team does not allow to us to deliver the preventative services that would help us reduce our Special Education referrals.
- The number of students entering in grades 2-6 from underdeveloped countries whose achievements gaps is at least two years behind the norm.



## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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**Goal 1:** By June, 2011, our students, with a special concentration in Special Education, Hispanic and Black student population, will demonstrate academic growth in the area of vocabulary and content area language. Currently 30.7% of our students have met proficiency level (level 3 or 4) in the NYS ELA examination and we project a 3% increase in proficiency. It will be measured using assessment tools such as Benchmark Assessments, unit projects and portfolios.

**Goal 2:** By June, 2011, our teachers will continue to show progress and increased proficiency in the use of differentiated instruction for planning lessons in content areas, thereby increasing student learning in the classroom. A projected 3% increase in proficiency in the NYS ELA examination scores will be measured using assessment tools such as Benchmark Assessments, unit projects and portfolios.

**Goal 3:** By June, 2011, we will increase teachers' understanding and use of ARIS, and analysis of data for planning differentiated instruction. Teachers will achieve a 30% increase in participation in professional development.

**Goal 4:** By June, 2011, we will increase our parent participation, including the use of ARIS, attendance at parent workshops, PTA meetings, and school events. The goal for parent use of ARIS is 50% and we are setting 10% as the goal for all other parent participation.

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June, 2011, our students, with a special concentration in Special Education, Hispanic and Black student population, will demonstrate academic growth in the area of vocabulary and content area language. Currently 30.7% of our students have met proficiency level (level 3 or 4) in the NYS ELA examination and we project a 3% increase in proficiency. It will be measured using assessment tools such as Benchmark Assessments, unit projects and portfolios.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Professional Development:</b> will be provided in using Benchmark Assessments, rubrics for evaluation for student products, use of student data for goal setting, student portfolios, research projects, and review and analysis of all sources of data to inform instruction to meet all levels of students. <b>Coaches and consultants will facilitate professional development by assisting teachers to more effectively identify and analyze patterns and trends.</b> <b>AIS services will be provided to students in testing grades as needed to help with student progress and improvement. AIS services are provided on a limited basis, due to budget cuts.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories,</i></p>	<p><b>Resources:</b> Substitutes or coverage periods, Educational Assistants, Assistant Principal, Aussie Consultant, instructional supplies, after school programs, AIS Providers, Data Specialist and Inquiry team.</p> <p><b>Funding Sources:</b> Tax Levy, Title 1, Title 3 Contract for Excellence</p>

<p><i>that will support the actions/strategies/ activities described in this action plan.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Using all Benchmark Assessments, teachers, coaches, and administration will conduct and in-depth examination of student data to develop appropriate academic plans, interventions, and groups to best serve our students.  <b>Midterm:</b> after all mid-year assessments and Acuity Predictive, the school will analyze scores to evaluate student growth and areas of need.</p>

**Subject/Area (where relevant):**

Differentiated Instruction

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June, 2011, our teachers will continue to show progress and increased proficiency in the use of differentiated instruction for planning lessons in content areas, thereby increasing student learning in the classroom. A projected 3% increase in proficiency in the NYS ELA examination scores will be measured using assessment tools such as Benchmark Assessments, unit projects and portfolios.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Professional Development:</b> will be provided in creating lessons which have differentiated entry levels for students to access lesson information for independent learning and differentiated final products. Teachers will use Benchmark Assessments, rubrics for evaluation for student products, use of student data for goal setting, student portfolios, research projects, and review and analysis of all sources of data to inform instruction to meet all levels of students.  Coaches and consultants will facilitate professional development by assisting teachers to more effectively identify and analyze patterns and trends.  AIS services will be provided to students in testing grades as needed to help with student progress and improvement. AIS services are provided on</p>

	a limited basis, due to budget cuts.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	<b>Resources:</b> Substitutes or coverage periods, Educational Assistants, Assistant Principal, Aussie Consultant, instructional supplies, after school programs, AIS Providers, Data Specialist and Inquiry team.  <b>Funding Sources:</b> Tax Levy, Title 1, Title 3 Contract for Excellence
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<b>Initial indicator September, 2010:</b> discussion with teachers about their use of aforementioned assessment tools. Initial examination of student data to create an awareness of students most in need of Academic Interventions and special services. <b>Midterm:</b> retest and analyze scores to evaluate student growth and areas of need. Implement interventions as determined by midterm analysis and teach input. <b>End term:</b> Re-evaluation of midterm to end term growth as evidenced by assessment scores, portfolios and teacher made assessments.

**Subject/Area (where relevant):**          **Data Analysis**    

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<b>By June, 2011, we will increase teachers’ understanding and use of ARIS, and analysis of data for planning differentiated instruction. Teachers will achieve a 30% increase in participation in professional development.</b>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Professional Development:</b> will be given in the areas of analyzing and using data from the ARIS, Baseline, Mid year and End of Year Assessments, Benchmark Assessments, DRA scores, State Exams and all sources of data for goal setting, and to inform instruction.  <b>Administration, Coaches and consultants will facilitate professional development by conducting workshops on the use of ARIS. Coaches meet monthly with all grade levels, and an Aussie consultant meets with Administration, Coaches and teachers approximately two times per month to support teacher growth.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Resources:</b> Workshops, Assistant principal, Aussie Consultant, AIS Providers. Data Specialist and Inquiry team.   <b>Funding Sources:</b> Tax Levy, Title 1,</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Increase in use of Microsoft Excel as an electronic tool for organizing and reporting of data.</b>  <b>Attendance and participation will increase by 25%in Staff Development offerings.</b>  <b>Evidence of differentiated instruction in planning, lesson delivery, questioning and grouping of students based on analysis of data.</b></p>

**Subject/Area (where relevant): Parent Participation**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, 2011, we will increase our parent participation, including the use of ARIS, attendance at parent workshops, PTA meetings, and school events. The goal for parent use of ARIS is 50% and we are setting 10% as the goal for all other parent participation.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>SLT meetings scheduled twice per month, PTA meetings scheduled at least once per month, learning opportunities provided for parents by outside agencies, (i.e. CPR classes, Nutrition Classes, etc.) Monthly Planned school events that parents are invited to such as writing celebrations, workshops in content areas, and continued open access to the P.S. 360 library. The parent coordinator assists in communicating with parents by creating a monthly school calendar of events, meets with parents around various issues, and also arranges workshops.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><u>Resources:</u> Teachers, per session, SLT, PTA, materials, building and security permits.</p> <p><b>Funding:</b> Tax Levy, Title 1,</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Increased participation as evidenced by attendance taken at various meetings, learning opportunities and school events such as SLT and PTA meetings, workshops by school staff and outside agencies. Increase in positive responses as indicated in the Parent Survey Report.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3	62	62	N/A	N/A				6
4	57	57			10		11	9
5	40	40			15		16	10
6	28	28			9			
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>Service is provided using the Balanced Literacy approach. Small groups and tutorials are based upon children’s needs. Delivery is provided through small group and individual instruction. Service is provided in cycles during the school day and after school.</b>
<b>Mathematics:</b>	<b>Service is provided in small groups and also on individual basis where appropriate. Service is conducted in cycles during the school day and after school. New York State Coach materials are used along with other appropriate materials to support academic achievement</b>
<b>Science:</b>	<b>Service is provided in small groups. Scott Foresman and Harcourt Brace materials are used along with other appropriate materials, to support academic achievement.</b>
<b>Social Studies:</b>	<b>Service is provided in small groups. Scott Foresman and Harcourt Brace materials are used along with other appropriate materials, to support academic achievement.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>The Guidance Counselor provides small group counseling for mandated students. She is present 3 days per week.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>The School Psychologist provides small group counseling to students at risk and identified by classroom teachers. She is present 3 days per week.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>The Social Worker provides 1:1 and small group sessions to students on her roster. She also provides service to students as needed. She is present 2 days per week.</b>
<b>At-risk Health-related Services:</b>	<b>The School Nurse provides service to all students as prescribed by 504 Services/IEP Mandates and on an as needed basis. The School Nurse also instructs asthmatic students in grades 3 and 4 using the Open Airways Program.</b>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) Pre-K -6      Number of Students to be Served: 16 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 2      Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

***SCHOOL INSTRUCTIONAL TITLE III PROGRAM:*** *An after-school drama program meets for one hour per day, three days per week. The drama program puts on one or two performances each year. The students read scenarios and plays, they write dialogue, they listen for directions and for cues, and they role play. Reading and writing skills are challenges for many English language learners (ELLs), but some of our ELLs require practice to develop listening skills. This program addresses the four modalities of listening, speaking, reading and writing with particular emphasis on listening and reading. Sixteen English language learners in grades two through six are members of the drama program. The program begins in December and will run through June. The program meets three times per week from 3:30 to 5:30 p.m. The language of instruction is English, and the English language learners who participate in the program are serviced by a certified ESL teacher.*

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**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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*The Assistant Principal, who is the ESL coordinator, provides professional development for all teachers who instruct ELLs during the after school program at no cost to Title III. The ESL teacher in the after school drama program receives professional development to build strategies that are effective for second language learners. The teachers also learn ESL methodologies that are effective with long term English language learners and how their students can use skills and strategies appropriate to their level of English proficiency to read, gather, view, listen to, organize, discuss and interpret information.*

***PARENT AND COMMUNITY PARTICIPATION ACTIVITY:*** *Ten hours of parent workshops are planned for the parents of all ELLs. There will be five two-hour workshops between January, 2011 and May, 2011. Fifteen to twenty parents are expected to attend the workshops. Parents will be engaged in activities designed to promote literacy and mathematics at home. Parents will be introduced to the math and literacy skills their children need to know and learn and they will be informed of the math and literacy common core standards. Parents will learn activities that promote listening skills and how reading, talking and playing can help their children succeed in school. The workshops will be provided by the literacy and math coaches and the assistant principal. They will be conducted in English and Spanish and parents of English language learners in all grades will be eligible to attend. They will be held during the evening hours to make them convenient for parents to attend.*

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**Section III. Title III Budget**

School:     P.S.360          BEDS Code:     321000010360    

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$ 14,517.99	216 hours of per session for ESL and General Ed teachers to support ELL Students: 144 hours x \$49.89 (current teacher per session rate with fringe) = \$14,368.32 Program Coordinator and supervisor: 72 hours x \$52.20(current per session rate with fringe)=\$3,758.40 10 hours of per session for parent workshops: 10 hours x \$49.89 (current per session rate with fringe)= \$149.67
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$ 482.01	<b>Reader's theatre, loose leaf paper, construction paper, glue, Notebooks, pencils, pens, press wood, paint</b>
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$ 15,000.00	

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

**Upon registration, parents are required to complete the language preference form. Based upon completion of this form by parents of new entrants, the retention of students in our school, and frequent teacher and staff contacts with parents, we have a very good understanding of the written and oral translation and interpretation needs of our parents.**

**We provide translation during all parent/teacher meetings, workshops and events. All parent communications are sent out in English and Spanish.**

**We also have in-house staff members who speak Russian and Albanian. The times where the language is other than Spanish, we have contacted appropriate departments and agencies to retain the services of an interpreter. This has been done for parent contact/communication and for students when the need arises.**

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

**Information is disseminated through the Inquiry Team, Parent Coordinator, Faculty Meetings, SLT Meetings, PTA Meetings and written communication to all constituents of the P.S. 360 community.**

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

**P.S. 360 communicates with parents in both English and Spanish. Written communication can also be translated by in-house school staff in Spanish, Albanian, and Russian. When necessary we utilize the services of the DOE Translation Dept. and in house by school staff. We have also availed ourselves of parent volunteers in certain instances.**

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

**The school secretary, Janet Crimmins, will maintain lists of in-house staff, parent volunteers and outside sources for translation purposes. The Principal will direct the school secretary regarding this matter.**

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

**Letters in English and Spanish are sent to parents and flyers are also sent and posted throughout the building stating that if a parent needs translation services, all they need to do is contact a staff member. Based upon review of the language preference forms completed by parents during registration, if it is determined that we need to utilize the services of the DOE Translation Department.**

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	394,763.28	209,320.18	604,083.46
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,947.63	2,093.20	6,040.83
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	19,738.16	*	
4. Enter the anticipated 10% set-aside for Professional Development:	39,476.32	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_96.9%\_\_\_\_

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

### Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

\*\*\*The P.S. 360 Parent Involvement Policy and the School-Parent Compact were distributed to the P.S. 360 community on October 15, 2010.

### P.S. 360's Parent Involvement Policy

To promote parent involvement between the 360 families and school community in order to positively affect the educational outcome of all students at P.S. 360:

- Support parents in their role as the first teacher, through workshops and experiential activities.
- Assist in establishing an association of parents that will convene regularly to discuss educational policies and practices.
- Support the parent association with technical assistance, in order to help parents comply with the Chancellor's Regulations.
- Raise the level of awareness of grade level expectations, through the dissemination of information and literature on standards and assessments.
- Empower parents in their key role as partners in the decision-making process of educational policies and practices.
- Promote the home/school/community partnership by providing structured activities and workshops, which include but are not limited to: State Standards, curriculum, state and city assessments used to measure student progress, the use of technology, and parenting skills.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## PUBLIC SCHOOL 360 – PARENT COMPACT

The school and parents working cooperatively to provide for the successful education of the children agree:

<b>THE SCHOOL AGREES</b>	<b><i>THE PARENT / GUARDIAN AGREES</i></b>
<p>To offer a flexible number of meetings at mutually convenient times, and if necessary, and if funds are available, to provide transportation, child care, home visits or other alternate forms of communication for those parents who cannot attend a regular school meeting.</p> <p>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p> <p>To provide parents with timely information about programs via -meetings (i.e. annual Title I School Wide Programs meeting, Curriculum Night meeting, etc.) -workshops (monthly or bimonthly) -parent brochure -parent bulletin board -flyers</p> <p>To recruit, and support parents in school wide planning and decision making process, e.g., -School Leadership Team -Parent Involvement Subcommittee</p> <p>To encourage and actively involve parents in planning, reviewing and improving: -Title I School Wide Programs -School Parent Compact -School Parental Involvement Policy -School Comprehensive Educational Plan -Create a welcoming environment for parents to promote parent participation, -family room -parent lending library -parent or staff translators at meetings -access to staff via telephone and appointments</p>	<p>To become involved in developing, implementing, evaluating and revising the school-parent involvement policy.</p> <p>To participate in or request technical assistance training that the local education authority or school offers on child rearing practices, teaching and learning.</p> <p>To work with his/her child on assignments; read with Pre-kindergarten through 1<sup>st</sup> grade students for 15 to 20 minutes per day; Assure that grade 2 and 3 students read for 20 to 30 minutes daily and grade 4-6 students read for an hour daily.</p> <p>To share the responsibility for improved student achievement.</p> <p>To communicate with his/her child’s teacher about their educational needs.</p> <p>To make literacy development a family focus: -encourage his/her child to write at home for real purposes (e.g., letters to relatives, shopping lists, thank you notes, diaries, special occasion invitations) -read at home with each child as part of the daily routine, encourage and supervise his/her child’s reading of at least twenty five books or book equivalents each year (e.g. books, magazine and newspaper articles). -utilize local public libraries to expand and enhance his/her child’s literacy experiences (e.g., library card, storytelling).</p> <p>To make math development a family focus: -increase family awareness of the school’s mathematics instructional program (e.g., participate in family math workshops, review math homework). -encourage his/her child to use math at home and in daily living to create real math experiences (e.g., playing math games, creating household and shopping budgets, comparative shopping as a math experience).</p>

<p><b>-ongoing and immediate access to school parent coordinator</b></p> <p><b>To provide performance profiles and individual student assessment results for each child and other pertinent individual, school and regional educational information.</b></p> <p><b>To provide high quality curriculum and instruction.</b></p> <p><b>To provide open communication between parents and staff through:</b></p> <ul style="list-style-type: none"> <li>- parent-teacher conferences, open houses, calendars and newsletters</li> </ul> <p><b>To provide on-going learning opportunities for parents and families:</b></p> <ul style="list-style-type: none"> <li>- workshops related to curriculum, student achievement, standards of academic performance, and promotional standards, e.g.</li> <li>- Math Evening</li> <li>- Literacy Evening</li> <li>- ESL Meetings</li> </ul> <p><b>To create a safe and supportive learning environment with well planned materials which appropriately challenge students.</b></p> <p><b>To provide Academic Interventions Services for students not meeting the grade appropriate standards.</b></p> <p><b>To provide extensive professional development to teachers in order to promote high quality curriculum instruction.</b></p> <p><b>To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the education process.</b></p>	<p><b>To regularly review and sign his/her child's schoolwork at home (e.g., review notebooks, homework and special projects).</b></p> <ul style="list-style-type: none"> <li>- attend curriculum meetings</li> <li>- quarterly report cards</li> <li>- reasonable access to staff</li> <li>- opportunities to volunteer and participate in their child's class</li> <li>- participation in school programs, advisory and decision making committees</li> <li>- schedule observation of classroom activities</li> </ul> <p><b>To be aware of and monitor his/her child's daily school attendance and punctuality.</b></p> <p><b>To supervise and monitor his/her child's:</b></p> <ul style="list-style-type: none"> <li>- television watching</li> <li>- video game playing</li> <li>- internet use</li> </ul> <p><b>To actively participate in curriculum and informational parent Meetings as well as parent-teacher conferences at the school.</b></p> <p><b>To become familiar with school, city and state wide assessments (e.g., DRA, CTB, ELA, TEM) and plan to prepare his/her child for test experiences.</b></p> <p><b>To complete surveys and provide feedback so that Title I Parent Involvement activities meet the needs, concerns and interests of parents.</b></p> <p><b>To become familiar with and support the school dress code, discipline code and safety plan procedures.</b></p> <p><b>To provide the school with information on the types of workshops you need or want provided.</b></p>
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## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.

P.S. 360 provides opportunities for all children to meet the State's proficient and advanced levels of student academic achievement by providing quality instruction based upon State standards, Balanced Literacy, Mathematics, and in all content areas. Academic Intervention Services are provided in cycles according to the needs of the children. There is also a SETSS teacher who provides mandated as well as AIS services. Delivery of instruction is provided through whole group, small group and individualized instruction where necessary.

P.S. 360 provides enrichment through the Think Quest Program, Science Enrichment, Library Research, and use of the Computer Lab by all students in the school. The school continues to provide a Math/Art teacher to work on art projects which are connected to mathematical ideas. The Librarian provides open access twice daily and collaborates with classroom teachers on research and literacy instruction. The Librarian also sends out a bi-monthly newsletter to staff and quarterly parent communications. Chess instruction is provided to support strategic problem solving in grades 1 – 6.

P.S. 360 collaborates with the community based organization Kingsbridge Heights community Center around parent workshops and an after school program. We also use the Literacy Inc. model of upper grade students reading to Kindergarteners weekly to increase reading proficiency and self esteem among students. This activity also promotes a sense of community throughout the school and we are considering

adding additional classes for participation. High School and career awareness/preparation is conducted with the 6<sup>th</sup> Grade students by the Guidance Counselor in small group sessions after school.

3. Instruction by highly qualified staff.

P. S. 360 provides on site Professional Development and continually sends staff to various academic training sessions where appropriate. Staff members then share their learning both formally and informally through full staff meetings, grade meetings and informal conversation and inter visitations and collaboration among teachers. P.S. 360 has 96.9% of highly qualified teachers teaching in core subject areas.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional development has been key to the process of increasing staff knowledge which in turn benefits students' progress. Professional development is provided on Chancellors conference days, monthly Monday Staff Meetings, monthly common preps and individual meetings with teachers where appropriate. The principal, assistant principal, coaches, teachers, and paraprofessionals attend outside training sessions where appropriate.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Some of the strategies used by P.S. 360 to recruit high caliber teachers are: attendance at educational job fairs by the Principal and assistant principal, referrals by staff, contact with local universities, as well as staff members posting flyers at their alma maters.

6. Strategies to increase parental involvement through means such as family literacy services.

Please see Section 6, page 15.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

This is P.S. 360 fifth year with a pre-kindergarten class consisting of 18 students, 1 teacher, and 1 Educational Assistant. The pre-kindergarten class transitions into kindergarten the following September. The students are familiar with the school facility, staff, routines and procedures. This has prepared the students for their transition into kindergarten. The Principal attends orientations at local daycares that feed into our kindergarten classes.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

P.S. 360 has continued to improve our unit planning and evaluation of students using teacher made assessments based on the NYS standards. Teachers are encouraged to create, evaluate and revise assessments so that the information garnered from these assessments is an accurate indication of student achievement. These assessments are created and administered across grades thereby providing information regarding the success of the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Please see Appendix 4, Part C.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

P.S. 360 Guidance Services are provided and include, but are not limited to: individual and group counseling sessions and direct classroom instruction. The Parent Coordinator arranges workshops by utilizing outside CBO's and collaborates with the P.S. 360 Administration and Staff. The Parent Coordinator acts as a translator at various workshops conducted by the P.S. 360 Staff including the Literacy Coach and Librarian. Teachers have been trained in the "Stop the Bullying Program". This is our third year implementing a peer mediation program.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program ( <input checked="" type="checkbox"/> )			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check ( <input checked="" type="checkbox"/> ) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check ( <input checked="" type="checkbox"/> )	Page #(s)
Title I, Part A (Basic)	Federal	X			\$394,763.28	X	
Title I, Part A (ARRA)	Federal	X			\$209,320.18	X	
Title II, Part A	Federal	X			\$276,295.79	X	
Title III, Part A	Federal	X			\$ 15,000.00	X	
Title IV	Federal			X			
IDEA	Federal	X			\$148,597.37	X	
Tax Levy	Local						

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

Please see Appendix 4, Part C.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

Please see Appendix 4, Part C - 8 and 9

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

Please see Appendix 4, part C.

5. Provide instruction by highly qualified teachers;

P.S. 360 provides on site Professional development and continually sends staff to various academic training sessions where appropriate. Staff members then share their learning both formally and informally through full staff meetings, grade meetings and informal conversation and inter visitations and collaboration among teachers.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Professional development has been key to the process of increasing staff knowledge which in turn benefits students' progress. Professional development is provided on chancellors' conference days, monthly Monday Staff Meetings, monthly common preps and individual meetings with teachers where appropriate. The principal, assistant principal, coaches, teachers, and paraprofessionals attend outside training sessions where appropriate.

7. Provide strategies to increase parental involvement;

Please see Section 5, and Section 6, Parent Participation.

8. Coordinate and integrate Federal, State and local services and programs.

Please see Appendix 4, Part C.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

**Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

**Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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**Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

There are   4   Students in Temporary Housing currently attending P.S. 360.

2. Please describe the services you are planning to provide to the STH population.  
The following services are provided for the STH population:

\*Basic/Emergency Supplies as needed

\* Counseling Services

\* Transportation Funds if needed

\*Outreach to parents/families

\* AIS

\* Extended Library Hours

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

### **APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 360					
<b>District:</b>	10	<b>DBN:</b>	10X360	<b>School</b>		321000010360

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6	v	10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	18	18	17		92.4	93.3	92.6
Kindergarten	52	66	74				
Grade 1	61	62	60	<b>Student Stability - % of Enrollment:</b>			
Grade 2	68	53	61	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	71	74	59		93.0	92.5	88.9
Grade 4	73	75	74				
Grade 5	79	61	73	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	64	72	58	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		84.1	89.3	91.4
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		7	29	51
Grade 12	0	0	0				
Ungraded	0	1	4	<b>Recent Immigrants - Total Number:</b>			
Total	486	482	480	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					10	6	4

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	50	49	54	Principal Suspensions	1	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	0
Number all others	27	29	32				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	40	41	38
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	15	12	4
# receiving ESL services only	78	60	TBD				
# ELLs with IEPs	7	13	TBD				

These students are included in the General and Special Education enrollment information above.

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	1	1	10

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	1	4	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	72.5	78.0	89.5
				% more than 5 years teaching anywhere	45.0	43.9	57.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	75.0	76.0	81.6
American Indian or Alaska Native	0.6	0.2	0.2	% core classes taught by "highly qualified" teachers	96.9	96.9	100.0
Black or African American	17.7	16.4	13.8				
Hispanic or Latino	77.4	77.2	81.5				
Asian or Native Hawaiian/Other Pacific	1.4	1.9	1.3				
White	2.7	2.9	3.1				
<b>Male</b>	50.2	50.6	51.3				
<b>Female</b>	49.8	49.4	48.8				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>6</b>	<b>6</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	46.4	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	6.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	33.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.3						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

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 quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, 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 in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CSD</b>	District <b>10</b>	School Number <b>360</b>	School Name <b>PS 360</b>
Principal <b>Nancy Rodriguez-Lewis</b>		Assistant Principal <b>Iris Aldea-Pollack</b>	
Coach <b>Denise Scarano</b>		Coach <b>Clara Kaplan</b>	
Teacher/Subject Area <b>Natalie Bergen/ESL</b>		Guidance Counselor <b>Leena Haber</b>	
Teacher/Subject Area <b>Carmen Perez-Ortiz/ESL</b>		Parent	
Teacher/Subject Area <b>Lindsey Grela/ESL</b>		Parent Coordinator <b>Carmen Vargas</b>	
Related Service Provider <b>Tanya Corker/Speech</b>		Other <b>Malikh Ifill/ESL</b>	
Network Leader <b>Robert Cohen</b>		Other	

### B. Teacher Qualifications

Please 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 ESL Teachers	<b>4</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>475</b>	Total Number of ELLs	<b>84</b>	ELLs as Share of Total Student Population (%)	<b>17.68%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. 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? Describe specific steps underway.

#### Language Allocation Policy (LAP) Composition

The LAP Team, includes the principal, the assistant principal, the ESL teachers and coordinator, as well as the parent coordinator. The Team developed a language allocation plan that specifies how English language learners (ELLs) are provided with instructional programs requiring high levels of academic rigor and with the language support necessary for them to succeed. The Team reviewed the programs available at the school resulting from the trend in parent choice letters, and the procedures for admitting and placing ELLs into these programs.

#### ELL Identification Process

1. The parents of students who are newly enrolled in the New York City school system are required to complete a Home Language Identification Survey (HLIS). This survey is used to identify students who may have limited English proficiency. In addition to the HLIS, oral interviews, in both English and the native language, are administered. Both the HLIS and oral interviews are conducted by the certified ESL teacher, Ms. Natalie Bergen, and the bilingual assistant principal, Ms. Iris Aldea-Pollack. If the survey indicates that a language other than English is used in the home, then the ESL teacher administers the revised Language Assessment Battery (LAB-R) to the student within ten (10) days of registration. The LAB-R is used to determine placement. The results of the exam indicate whether students are entitled to bilingual or ESL programs and services. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB, by the assistant principal, to determine language dominance. In the spring, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. The results of this exam are communicated to parents in English and in their native language.
2. Parents of students who are identified as entitled are sent entitlement letters informing them. They are invited to participate in a parent orientation session and/or individual meetings with the ESL coordinator, Ms. Natalie Bergen, or the assistant principal, Ms. Iris Aldea-Pollack. The orientation sessions are given in English and in Spanish. During these sessions, parents are informed of the different types of programs and services available for their children; Transitional Bilingual Programs, Dual Language Programs, and English as a Second Language programs are explained in detail. Upon learning about the three different programs, parents are required to complete a Parent Survey to verify their participation in the session and a Program Selection form to indicate their program preference. These written forms are printed in English and in the native language.
3. All parent notification letters and program selection forms are maintained and filed in the ESL coordinator's classroom. The Parent Coordinator, as well as other designated school personnel, are able to access these forms and checklists throughout the year. Careful record keeping and organization ensures that notification letters are distributed and Parent Survey and Program Selection forms are returned. The parent coordinator, Ms. Carmen Vargas, reaches out to parents who do not respond and makes an appointment for the parent to meet one-on-one with the assistant principal.
4. Completed program selection forms are carefully reviewed by the assistant principal and the ESL coordinator. Every effort is made to honor the programs selected by the parents. If 15 or more parents of students in two contiguous grades choose a bilingual program, the school is required to form a bilingual program. If there aren't enough students to form a bilingual class, parents are informed that they can opt for another school in the district that offers a bilingual program. They are also informed that if they decline the transfer option, their child will participate in the ESL program offered at the school. All correspondence with parents is conducted in their native language.

5. & 6. The principal, Ms. Nancy Rodriguez Lewis, and the assistant principal, Ms. Iris Aldea-Pollack review the parent surveys and parent selection forms. These forms are maintained and filed in the ESL coordinator's classroom. The parents of LEP students who were newly admitted during the 2009-2010 school year chose an ESL program as their program of choice. This trend continued in the 2010-2011 school year as parents of the 22 newly admitted LEP students also chose an ESL program. To fully align the school programs with parental choice, the school provides three self-contained ESL classes: a first grade, a second grade, and a fourth/fifth grade bridge class. The school also offers a freestanding ESL program which provides push-in and pull-out services for all other general and special education students.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K\* 1\* 2\* 3\* 4\* 5\*  
6\* 7\* 8\* 9\* 10\* 11\* 12\*

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0													0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	1	1	0	1	1	0							4
<b>Push-In</b>	3	0	0	3	1	0	1							8
<b>Total</b>	3	1	1	3	2	1	1	0	0	0	0	0	0	12

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	84	Newcomers (ELLs receiving service 0-3 years)	72	Special Education	13
SIFE	3	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	72	3	9	12	0	4				84
Total	72	3	9	12	0	4	0	0	0	84

Number of ELLs in a TBE program who are in alternate placement:

### 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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second 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	12	15	14	16	13	11	2							83
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1								1
<b>TOTAL</b>	<b>12</b>	<b>15</b>	<b>14</b>	<b>16</b>	<b>13</b>	<b>12</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>84</b>

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

1. The school has a Freestanding English as a Second Language (ESL) program. The program delivers instruction in English with native language support, emphasizing English language acquisition. A balanced approach to literacy is used, infusing high-quality ESL methodologies and instructional practices to promote academic excellence for ELLs. The ELL program adheres to state standards for all curriculum areas, and also includes an ESL instruction component based on the NYS ESL standards and aligned to the ELA standards. In addition, ELLs in the advanced level receive ELA instruction.

a. The organizational model of the ESL program includes self-contained classrooms and a push-in/pull-out model. The self-contained classrooms are in first grade, in second grade, and in a fourth/fifth grade bridge class. They are taught by teachers certified in both ESL and common branches. ELLs in these grades are grouped together heterogeneously, and stay together for the entire school day and for all content instruction. The teachers use ESL strategies to provide the core content that is taught in mainstream classrooms. ELLs who are not in the self-contained classrooms are serviced through our push-in and pull-out program, which is taught by a certified ESL teacher. When she pushes-in to a classroom, the ESL teacher works with ELLs during content instruction. In this model, the ESL teacher works with the regular classroom teacher to provide language acquisition and vocabulary support while delivering content instruction. The pull-out model is also used. The ESL teacher brings groups of students to her classroom for English-acquisition-focused instruction. Instruction in this setting is aligned to curricular content.

b. The students are grouped heterogeneously in the self-contained classrooms. They are at mixed proficiency levels. In the push-in and pull-out program, students are grouped according to proficiency level, usually within the same grade or a two-grade span.

2. The number of ESL instructional units that a student receives is regulated by the New York State CR Part 154 regulations and determined by a student's proficiency level. The beginner- and intermediate-level students receive 360 minutes per week of ESL, and our advanced-level students receive 180 minutes per week. Advanced level students also receive 180 minutes of ELA instruction per week. The organization of our staff ensures that all students receive the required number of minutes. The school has two self-contained classrooms in grades with large numbers of ELLs. Teachers in these classrooms develop a schedule that includes mandated ESL components and content instruction. The push-in/pull-out teacher provides instruction to ELLs in other grades and creates a schedule that ensures they receive the mandated minutes. She does this by working with regular classroom teachers to coordinate schedules and by grouping students by proficiency to differentiate between the required minutes for beginner/intermediate level students and advanced students.

3. The ESL program is aligned with English language arts, content learning standards, and the core curriculum to provide continuity of rigorous instruction. In our self-contained classrooms, language arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies, while Native language support is provided through various forms of literature, visuals, and audio programs. Our push-in/pull-out teacher implements the same strategies, and works closely with classroom teachers to deliver literacy instruction and make content comprehensible for ELLs. Content is made comprehensible for students through the use of visuals, Total

Physical Response (TPR), songs, poems, realia, comprehensible input, small-group instruction, contextualized instruction, and other methods and materials.

4. Instruction for ELLs is differentiated by grouping students according to their English language proficiency. Teachers work with them in small groups, and provide activities and assignments that are designed to suit their needs, interests, and level. During project-oriented activities, the expectations and requirements of the end-product are modified based on the skill set of each subgroup. Students all learn the same content, but the assessment for an advanced level student will differ from the assessment given to a beginner.

a. Students with interrupted formal education (SIFE) require special attention. They are provided with one-to-one academic intervention services designed to develop literacy and mathematics skills. There is also an emphasis on exposing them to crucial content that they may have missed so that they can begin to build an age appropriate core knowledge. They attend after school programs, and are recommended for summer school. A buddy system is created for SIFE students. Another student, preferably one who understands the language and is familiar with classroom routines, is assigned to pair up with the student.

b. A buddy system is also created for newcomers. Classroom teachers receive professional development and one-on-one help from the ESL teacher on how to welcome newcomers and involve them in classroom activities in a variety of ways that, in the beginning, do not require language. Newcomers are also given intensive support in their ESL groups to develop basic English language skills and letter and number recognition. Instruction for newcomers is aligned with state ELA, math, and content standards.

c. ELLs that have been receiving services for 4 to 6 years receive tailored instruction based on areas that need improvement. The ESL teacher uses NYSESLAT scores to determine which areas need the most focus and works with students on those areas throughout the year so that they are more prepared for the NYSESLAT in the spring.

d. Long-term ELLs who have completed 6 years also receive tailored instruction based on their past NYSESLAT scores. They are encouraged to attend after school programs, and are give one-on-one support when needed.

e. For special education students, the IEP is reviewed to determine the LAP for each student. Students whose IEP requires "Monolingual Services with ESL" are serviced by our ESL program. IEPs are reviewed to assess the specific goals set for each student, and instruction for those students is modified based on those goals and their proficiency levels.

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week



5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Targeted intervention programs are created for ELLs struggling in ELA, math, and other content areas. These programs usually involve students in the beginner and intermediate levels. Students are grouped according to the intervention needed, and services are provided by the literacy coach and the math coach, and in extended-day programs. All intervention sessions are conducted in English with Native language support when needed.

6. ELLs who reach proficiency on the NYSESLAT will receive continuing transitional support for the next two years. The classroom teacher will provide various and differentiated instructional approaches in the classroom. ELLs who passed the 2010 NYSESLAT will continue to receive extended time on state exams for the next two years. They will be offered continual support as their skills in English are strengthened.

7. For the current school year, the school created one additional self contained ESL class in first grade.

8. N/A

9. ELLs in the building are provided with many opportunities to participate in after school and supplemental activities. Our extended day (30+) program is offered to all ELLs in order to provide them with additional instructional time. We also invite ELLs to participate in our drama club, which meets for one hour per day, three days per week. The drama program puts on one or two performances each year. The students read scenarios and plays, write dialogue, listen for directions and cues, and role play. This program addresses the four modalities of listening, speaking, reading and writing. The language of instruction is English and the drama program is run by a certified ESL teacher. In addition to drama, ELLs are part of the after school track team and art club.

10. Students in ESL classes have a variety of resources available for instruction. Bilingual and native language books are purchased for classroom libraries. Quality language materials, books, audio systems, and other teacher resources are purchased from specialized vendors such as Delta Systems and Attanasio & Associates.

11. Native language support is delivered in the ESL program through the use of literature, bilingual and picture dictionaries, visuals, and audio programs.

12. The services that are provided, and the materials that are used, help to further develop the English language acquisition and academic development for ELLs. All services and materials are interest based and age and grade level appropriate.

13. The school is a zoned school. ELLs are identified and services begin in the first ten days of school or when a student is registered, whichever comes first. Upon identification, the student is provided with services and the support described in 4b above. Newly enrolled ELLs are not identified before the beginning of the school year.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. All teachers are certified and highly qualified. They are offered professional development focusing on how to differentiate instruction to meet the needs of ELLs and the use of scaffolding strategies to support student participation in content areas. Teachers are provided with one weekly common prep period for collaborative planning. ESL teachers learn how to facilitate language acquisition in the various proficiency levels: SIFE, LTELLs, beginner, intermediate and advanced.

2. Support is provided to staff by the assistant principal, the literacy coach, and the math coach. They meet with all teachers on a grade level in bi-monthly common prep meetings.

3. All teachers have received the minimum 7.5 hours of Jose P. training.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. The school promotes parent involvement by providing parent workshops to inform them of the literacy and math skills their children are required to demonstrate in order to succeed in school. These workshops are conducted in English and in Spanish. Many parents attend these workshops, including parents of ELLs. Teachers also meet with parents and communicate with them on a regular basis. If necessary, we have many translators available within the school to aid in communication. Another popular activity is our family literacy program which is held in the library every Friday from 3:00 p.m. to 4:00 p.m.

2. The school does not partner with other agencies or Community Based Organizations.

3. The school has an active parent coordinator who is bilingual and who communicates with parents regularly to answer any questions or address any concerns. She publishes monthly calendars to keep parents informed of schoolwide events. The parent coordinator meets with parents to help them gain access to ARIS. Computers are set aside in the parent room for parent use.

4. The school provides activities designed to meet the needs of parents and learn ways that parents can help students at home. The school provides monthly workshops in literacy and mathematics, and Fridays family literacy nights to promote family involvement.

## Part V: Assessment Analysis

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	12	7	9	6	3	5	0							42
Intermediate(I)	0	7	0	1	4	0	1							13
Advanced (A)	0	1	5	9	6	7	1							29
Total	12	15	14	16	13	12	2	0	0	0	0	0	0	84

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	1	1	4	1	1	0						
	I	0	2	3	2	0	0	1						
	A	0	8	8	5	5	5	0						
	P	0	2	1	5	6	3	1						
READING/ WRITING	B	0	5	8	6	2	2	0						
	I	0	7	0	1	4	0	1						
	A	0	1	3	9	6	6	1						
	P	0	0	2	0	0	1	0						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	4	0	0	13
4	1	4	2	0	7
5	3	0	0	0	3
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6	3	6	0	1	0	0	0	16
4	1	0	6	0	0	0	0	0	7
5	0	1	2	1	0	0	0	0	4
6									0
7									0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	4	0	4	0	0	0	8
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	3	0	0	0	0	0	0	0	3
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang 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								

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native 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 Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. The assessment tools utilized at our school to assess early literacy skills are DIBELS and DRA. The data gained from these assessments provide teachers with information about how ELL students are developing English language skills. The teachers use this data to form guided reading groups and to plan for small-group instruction.

2. The 2010 NYSESLAT results showed that the number of Beginning and Intermediate students in our school exceeds the number or Advanced by close to 50%. Overall, the students performed better in the Listening and Speaking modalities than in Reading and Writing.

3. The school focuses on developing the Reading and Writing proficiencies of ELLs by providing professional development for teachers on differentiated instruction. In addition, the speaking and listening abilities of beginner and Intermediate students will be monitored and fostered through activities in vocabulary building, oral presentations, selective listening, and other language building lessons. The Freestanding ESL program will also be adjusted to meet the needs of students and further develop these skills.

4. The progress of ELLs is monitored throughout the year using a variety of assessment tools including the ELL Periodic Assessment. This

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		

	Network Leader		
	Other		