



**Department of
Education**

Dennis M. Walcott, Chancellor



FINAL R 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 360

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10 X 360

PRINCIPAL: NANCY RODRIGUEZ LEWIS EMAIL: NRODRIG2@SCHOOLS.NYC.GOV

SUPERINTENDENT: SONIA MENENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Nancy Rodriguez Lewis	*Principal or Designee	
Karen Case	*UFT Chapter Leader or Designee	
Renee Padmore	*PA/PTA President or Designated Co-President	
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 & Teacher Representative	
Tiesha Jones	Member/ Title I & Parent Rep.	

Lisi Bisono	Member/ Parent Representative	
Laure Sambolin	Member/ Parent Representative	
Rubin Cruz	Member/ Parent Representative	
LuzCelenia Lamont	Member/Parent Representative	
Nancy Soria	Member/Parent Representative	

Name	Position and Constituent Group Represented	Signature
Liz DeJean	Member/ Teacher Representative	
Clara Kaplan	Member/ Teacher Representative	
Michelle Allen	Member/ Teacher Representative	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals

ELA Proficiency

- ***By June, 2012, 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 31% of our students have met proficiency level (level 3 or 4). We project a 3% increase in proficiency. It will be measured using Acuity ITA and Predictive Assessments, Benchmark Assessments, teacher created tests, unit projects and portfolios.***

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- ***This goal has been generated based upon analysis of test scores, Acuity ITA and Predictive Assessments, all benchmark and other assessments, student data, and achievement standards.***
- ***SQR findings included a need for reading and writing curricular including detailed maps and timelines of implementation that emphasizes the key indicators.***

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, timeline for implementation.

Professional Development: will be provided in using all 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.

- ***Using Acuity ITA and Predictive Assessments, and all other Benchmark Assessments, teachers, coaches, and administration will conduct an in-depth examination of student data to develop appropriate academic plans, interventions, and groups to best serve our students.***
- ***SBO time is used to give teachers the opportunity to analyze student work discuss findings and adjust planning and performance tasks.***
- ***Curriculum maps and Writing Calendars are developed school wide to insure continuity in curriculum development and student achievement.***

- **Midterm: after all mid-year assessments and Acuity Predictive, the school will analyze scores to evaluate student growth and areas of need.**
- **AIS services will be provided to students in testing grades as needed to help with student progress and improvement.**
- **AIS services are used for intervention as well as enrichment.**
- **AIS services are provided on a limited basis, due to budget cuts.**
- **Using all Benchmark Assessments, teachers, coaches, and administration will conduct an in-depth examination of student data to develop appropriate academic plans, interventions, and groups to best serve our students.**
- **Coaches and consultants will facilitate professional development by assisting teachers to more effectively identify and analyze patterns and trends.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **Parents are provided materials and training to enable them to work with their children to improve their achievement levels in literacy, math and use of technology.**
- **Monthly Literacy and Math Workshops are held to increase parental knowledge of what their children are learning.**
- **Aris training is provided for parents and there are computers dedicated for parent use in the Parent Coordinators office.**
- **Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **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.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan
- **Resources: Substitutes or coverage periods, Educational Assistants, Assistant Principal, Aussie Consultant, instructional supplies, after school programs, AIS Providers, Data Specialist and Inquiry team.**
- **Funding Sources: Tax Levy, Title 1, Title 3 Contract for Excellence**

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Common Core Learning Standards and Performance Tasks

- ***By June, 2012, our teachers will continue to show progress and increased proficiency in the use of the Common Core Learning Standards and creating required performance tasks.***
- ***Teachers will create curriculum units and performance tasks aligned with the Common Core Learning Standards.***
- ***Teachers will create and specific scoring rubrics which are aligned to the performance tasks.***
- ***Teachers will analyze student work with a focus on student task proficiency and use their findings to create subsequent curriculum units and performance tasks.***

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- ***This goal is in compliance with the NYS and NYC mandate to implement Common Core Learning Standards for all children.***

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, timeline for implementation.
- ***Professional Development: will be provided in:***
- ***Implementing the Common Core Learning Standards, aligning curriculum units and creating performance tasks.***
- ***Webb's levels of complexity when creating performance tasks.***
- ***Creation and use specific of rubrics designed for evaluation of student products.***
- ***The use of these evaluations to inform instruction and create subsequent performance tasks and specific Coaches and consultants will facilitate professional development by assisting teachers to more effectively identify and analyze patterns and trends.***

- **Initial indicator September, 2011:** discussion with teachers about the use of aforementioned Common Core Learning Standards and Webb’s levels of complexity of performance tasks,
- **Midterm:** continue to analyze levels of complexity of performance tasks and student outcomes.
- **End term:** Re-evaluation of midterm to end term

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- ***Parents are provided materials and training to enable them to work with their children to improve their achievement levels in literacy, math and use of technology.***
- ***Monthly Literacy and Math Workshops are held to increase parental knowledge of what their children are learning.***
- ***Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.***

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- ***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.***

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Parent Participation

- **By June, 2012, 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 participation.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - ***Parent participation is necessary to increase students' academic achievement and as we did not meet our AYP for ELA during 2010-11 we must build parent's capacity to help their children at home.***
 - ***To build parents' capacity to help their children at home, parent workshops in parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; Common Core Learning Standards, and literacy,***

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- ***The assistant principal and literacy and math coaches conduct workshops around curriculum, Common Core Learning Standards, and academic expectations.***
- ***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.)***
- ***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.***

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- ***Parents are provided materials and training to enable them to work with their children to improve their achievement levels in literacy, math and use of technology.***

- **Monthly Literacy and Math Workshops** are held to increase parental knowledge of academic standards and expectations
- **Conduct parent workshops** with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- **Aris training** is provided for parents and there are computers dedicated for parent use in the Parent Coordinators office.
- **Sharing information** about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Attracting Highly Qualified Teachers:

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.

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 level meetings, informal conversation and inter visitations and collaboration among teachers. All teacher/class schedules have been revised to allow teachers the opportunity to meet as a grade team at least twice per week

P.S. 360 has 96.9% of highly qualified teachers teaching in core subject areas.

High-quality and Ongoing Professional Development:

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 School wide 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.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- **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.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- *Resources: Teachers, per session, SLT, PTA, materials, building and security permits.*
- *Funding: Tax Levy, Title 1,*

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	6	6	N/A	N/A				4
1	1	1	N/A	N/A	9			4
2	2	2	N/A	N/A	1			3
3	102	102	N/A	N/A	0	1		3
4	103	103			2	2		5
5	82	102			7			4
6	82	94			2			7
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	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.
Mathematics	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.
Science	Service is provided in whole class and small group setting. Scott Foresman and Harcourt Brace materials are used along with other appropriate materials, to support academic achievement.
Social Studies	Service is provided in whole class and small group setting. Scott Foresman and Harcourt Brace materials are used along with other appropriate materials, to support academic achievement.
At-risk Services provided by the Guidance Counselor	The Guidance Counselor provides small group counseling for mandated students. She is present 3 days per week.
At-risk Services provided by the School Psychologist	The School Psychologist provides small group counseling to students at risk and identified by classroom teachers. She is present 3 days per week.
At-risk Services provided by the Social Worker	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.
At-risk Health-related Services	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.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

***The P.S. 360 Parent Involvement Policy and the School-Parent Compact were distributed to the P.S. 360 community on October 12, 2011.

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: StateStandards, curriculum, state and city assessments used to measure student progress, the use of technology, and parenting skills.

Explanation

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

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

PUBLIC SCHOOL 360 – PARENT COMPACT

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

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:

THE SCHOOL AGREES:

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.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

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

To recruit, and support parents in school wide planning and decision making process, e.g.,

- School Leadership Team
- Parent Involvement Subcommittee

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

To provide on-going learning opportunities for parents and families:

- workshops related to curriculum, student achievement, standards of academic performance, and promotional standards, e.g.
- Math Evening
- Literacy Evening
- ESL Meetings
- ongoing and immediate access to school parent coordinator

To provide performance profiles and individual student assessment results for each child and other pertinent individual, school and regional educational information.

To provide high quality curriculum and instruction.

To provide open communication between parents and staff through:

- parent-teacher conferences, open houses, calendars and newsletters

To create a safe and supportive learning environment with well planned materials which appropriately challenge students.

To provide Academic Interventions Services for students not meeting the grade appropriate standards.

To provide extensive professional development to teachers in order to promote high quality curriculum instruction.

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.

The Parent/Guardian Agrees:

To become involved in developing, implementing, evaluating and revising the school-parent involvement policy.

To participate in or request technical assistance training that the local education authority or school offers on child rearing practices, teaching and learning.

**To work with his/her child on assignments; read with Pre-kindergarten through 1st 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.**

To share the responsibility for improved student achievement.

To communicate with his/her child's teacher about their educational needs.

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).**

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).**

To regularly review and sign his/her child's schoolwork at home (e.g., review notebooks, homework and special projects).

- attend curriculum meetings**
- quarterly report cards**
- reasonable access to staff**
- opportunities to volunteer and participate in their child's class**

- participation in school programs, advisory and decision making committees
- schedule observation of classroom activities

To be aware of and monitor his/her child's daily school attendance and punctuality.

To supervise and monitor his/her child's:

- television watching
- video game playing
- internet use

To actively participate in curriculum and informational parent meetings as well as parent-teacher conferences at the school.

To become familiar with school, city and state wide assessments (e.g., DRA, ELA,) and plan to prepare his/her child for test experiences.

To complete surveys and provide feedback so that Title I Parent Involvement activities meet the needs, concerns and interests of parents.

To become familiar with and support the school dress code, discipline code and safety plan procedures.

To provide the school with information on the types of workshops you need or want provided.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 10X360

School Name: PS 360

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. *Once the school did not meet the ELA in grades 3-6 school wide- all students [188 (levels 1 and 2)/273 tested]. It stands to follow that we did not meet the following sub groups Black, Hispanic, economically disadvantaged (265), and Special Disabilities. Out of the 273 students that took the ELA test 260 were identified as Black (42) and Hispanic (218). Our instruction needs to be more targeted so that students in level 1(22%) and level 2 (47%) are not just making personal gains at a consistent rate but actually accelerating across levels at a much faster rate. We need to be painfully conscious of which are the kids counted across two, three or even four subgroups especially in the 22% that are at level one and make sure they are receiving very targeted AIS. Since we have 47% of our school at level 2 our staff must become more proficient at accelerating students in literacy rather than remediating.*

For category LEP we were cited for participation, yet we tested all eligible students. The following students cited by the state as not tested were not eligible (see below):

The Data Specialist verified and checked off every student in NY Start's 'Accountability Student Detail Report' against the school's ROCL.

The following 12 students were exempt from the ELA because they were in the country less than one year as measured from 4/1/2010. Their accountable assessment should be the NYSESLAT.

Student Name	OSIS	ATS admit date	NY Start Accountable Assessment.	Comments
Aquino, Jayreline	229-044-086	1/13/2011	ELA	Should be NYSESLAT
Cano Rosario, Brainy	223-702-192	4/9/2010	ELA	Should be NYSESLAT
Cruz, Jose Noel	229-086-483	1/18/2011	ELA	Should be NYSESLAT
Severino, Ashly	228-995-999	12/2/2010	NYSESLAT	No problem
Acevedo, Jordany	227-286-838	9/17/2010	NYSESLAT	No problem
Casiano, Felix Adrian	229-086-962	1/24/2011	ELA	Should be NYSESLAT
John, Simon Ernesto	229-511-373	3/31/2011	ELA	Should be NYSESLAT
Aquino, Wildania	229-042-411	1/10/2011	ELA	Should be NYSESLAT
Gastonaga, Christian *	203-970-884	4/16/2002 and 9/8/2010	ELA	Should be NYSESLAT (See my comment below)
Ogando, Aris Wilson	227-902-640	10/13/2010	ELA	Should be NYSESLAT
Ortiz, Nailan Nasibel	226-723-021	9/8/2010	NYSESLAT	No problem
Cruz, Nairovy	229-086-509	1/18/11	ELA	Should be NYSESLAT

**Christian Gastonaga was admitted to x88810 in 4/16/2002 as early intervention. He didn't attend school in this country until he was admitted to our school on 9/8/2010. I corrected his status on 6/9/2011 using the Change Request Portal.*

Our school's report card shows that we did not make AYP for LEP students because we only tested 90%, but the above students were rightfully exempt from the ELA because they were in this country for less than one year.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

To improve ELA achievement in grades 3-6 the following interventions will be implemented:

- AIS providers in grades 3-6
- Extended day for 37.5 minutes Tues-Thurs in grades 3-6
- Differentiated small group instruction
- Saturday Academy from January through April
- Literature Circles book study in grades 4-6
- Drama Program
- Teacher study teams on Mondays after school and multiple common prep times are built into the program
- AUSSIE consultant days
- Theatre Moves company sessions to work with third grade
- Test conditions simulated during periodic assessments and school wide assessment

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

AUSSIE consultant is working with staff members on literacy and writing as well as the Danielson framework to improve instructional practice during the school day and Saturday workshops will also be offered.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The coaches, the assistant principal and the principal will work with staff members in grades 3-6 using the Danielson framework.

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.

Using the template provided, which has been revised to reflect the information specific to our school, letters will be sent home with all students. The parent coordinator, assistant principal and principal as well as office staff will be prepared to answer all parent inquiries.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Corinne Rello/Bob Cohen	District 10	Borough Bronx	School Number 360
School Name P.S. 360			

B. Language Allocation Policy Team Composition [?](#)

Principal Nancy Rodriguez-Lewis	Assistant Principal Iris Aldea-Pollack
Coach Denise Scarano	Coach Clara Kaplan
ESL Teacher Natalie Bergen	Guidance Counselor Leena Haber
Teacher/Subject Area Carmen Perez-Ortiz/ESL	Parent
Teacher/Subject Area Lindsey Grela/ESL	Parent Coordinator Carmen Vargas
Related Service Provider Malikh Ifill/ESL	Other type here
Network Leader Bob Cohen	Other type here

C. 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	4	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	3		

D. School Demographics

Total number of students in school	497	Total Number of ELLs	87	ELLs as share of total student population (%)	17.51%
------------------------------------	------------	----------------------	-----------	---	---------------

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-R, 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 and inviting them 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. If another language is required, arrangements are made through the Translation and Interpretation office. During these sessions, parents are shown the orientation video in their home language and 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 on time and Parent Survey and Program Selection forms

are returned. If a parent does not participate in the parent orientation session, we continually follow-up and invite him or her to meet with the ESL coordinator and/or assistant principal individually.

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 would form such 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 and interaction with parents is conducted in their native language.

5. & 6. The parents of LEP students who were newly admitted during the 2009-2010 school year chose a Freestanding ESL program as their program of choice. In an effort to align the school programs with parental choice, that year the school provided two self-contained ESL classes: a second grade class and a fifth/sixth grade bridge class. The school also offered a freestanding ESL program which provided push-in and pull-out services for all other general and special education students. This trend continued with the parents of the 22 LEP students newly admitted during the 2010-2011 school year. As a result, that year we provided three self-contained ESL classes in the first, second, and fourth/fifth grades, and continued to provide a push-in and pull-out program for all other grades. This year, the parents of the 15 newly admitted LEP students also chose a freestanding ESL program as their preference. Once again, we provide self-contained ESL classes in the first, second, and fourth/fifth grades as well as a push-in and pull-out program for all other grades.

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*

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	87	Newcomers (ELLs receiving service 0-3 years)	67	Special Education	11
SIFE	15	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	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	
TBE										0
Dual Language										0
ESL	67	14	5	19	1	6	1			87
Total	67	14	5	19	1	6	1	0	0	87

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
TOTAL	0													

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	EL	EP																
Spanish																			0	0
Chinese																			0	0

**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 L	EP																		
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
TOTAL	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: _____
 Native American: _____ White (Non-Hispanic/Latino): _____ Other: _____

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	2	11	14	15	13	17	11							83
Chinese	1													1
Russian														0
Bengali														0
Urdu							1							1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

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
Polish														0
Albanian	1													1
Other						1								1
TOTAL	4	11	14	15	13	17	13	0	0	0	0	0	0	87

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Our school has a Freestanding English as a Second Language (ESL) program. Our program delivers instruction in English with native language support, emphasizing English language acquisition. We use a balanced approach to literacy, infusing high-quality ESL methodologies and instructional practices to promote academic excellence for our ELLs. Our 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 our ESL program includes self-contained classrooms and a push-in and pull-out model. Our self-contained classrooms are at the first, second, and fourth/fifth grade levels, and are taught by teachers certified in both ESL and common branches. ELLs in these grades are grouped together in an ESL class, 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. The push-in program involves our 5th grade special education class, which contains 7 advanced level ELLs. The ESL teacher collaborates with the special education teacher to best service these students. The pull-out model is where the ESL teacher brings groups of students to her classroom for English-acquisition-focused instruction. Instruction in this setting is aligned to curricular content. This program serves our Kindergarten, third grade, sixth grade, and remaining special education students.

A. Programming and Scheduling Information

- b. Our program models for the self-contained classrooms are heterogeneous, meaning that the students in the classroom are at mixed proficiency levels. For the push-in and pull-out program, students are grouped according to proficiency level, usually within the same grade.
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. Our 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. We were able to create three 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. Our 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 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, Readers Theater, small-group instruction, contextualized instruction, and other methods and materials.
4. If students are entitled to services and their home language is Spanish, they are administered the Spanish LAB-R and DRA upon arrival. They are also tested in basic math computation skills and word problems. Based on these results, we are able to place the students appropriately.
5. We differentiate instruction for ELLs by grouping students according to their English language proficiency. We work with them in small groups, and provide activities and assignments that are designed to suit their needs, interests, and proficiency 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 and phonics skills, reading comprehension, and math facts. In order to prepare these students for state testing after one year, students in newcomer groups are exposed to sample test questions and assessments to familiarize them with the format. In addition, instruction for 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 analyzes NYSESLAT scores to determine which modalities need the most focus and works with students to develop proficiency 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.

A. Programming and Scheduling Information

6. Students in self-contained special education classes participate in the same curriculum as students in the general education classes. Grade-level texts and materials are adapted and modified as needed in order for all students to access the content. For example, key

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	7. We have 7 advanced level ELLs in a fifth grade self-contained special education class. They are taught the same curriculum as the general education fifth graders. The ESL teacher pushes into the classroom to deliver instruction that meets the needs of the SWDs. In collaboration with the special education teacher, they develop methods for working with the students that enable them to cover the necessary content, foster language development, and		
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

8. 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, math coach, AIS teachers, and extended-day teachers. All intervention sessions are conducted in English with Native language support when needed.

9. 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 2011 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.

10. N/A

11. N/A

B. Programming and Scheduling Information--Continued

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

8. 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, math coach, AIS teachers, and extended-day teachers. All intervention sessions are conducted in English with Native language support when needed.

9. 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 2011 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.

10. N/A

11. N/A

12. 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, we have ELLs that are a part of our after school track team and art club.

13. 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 Hampton-Brown, Santillana USA, Delta Systems, Attanasio & Associates.

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

15. The services we provide, and the materials that we use, help to further develop the English language acquisition and academic development of our ELLs. All services and materials are age and grade level appropriate.

16. N/A

17. N/A

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

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

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

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.

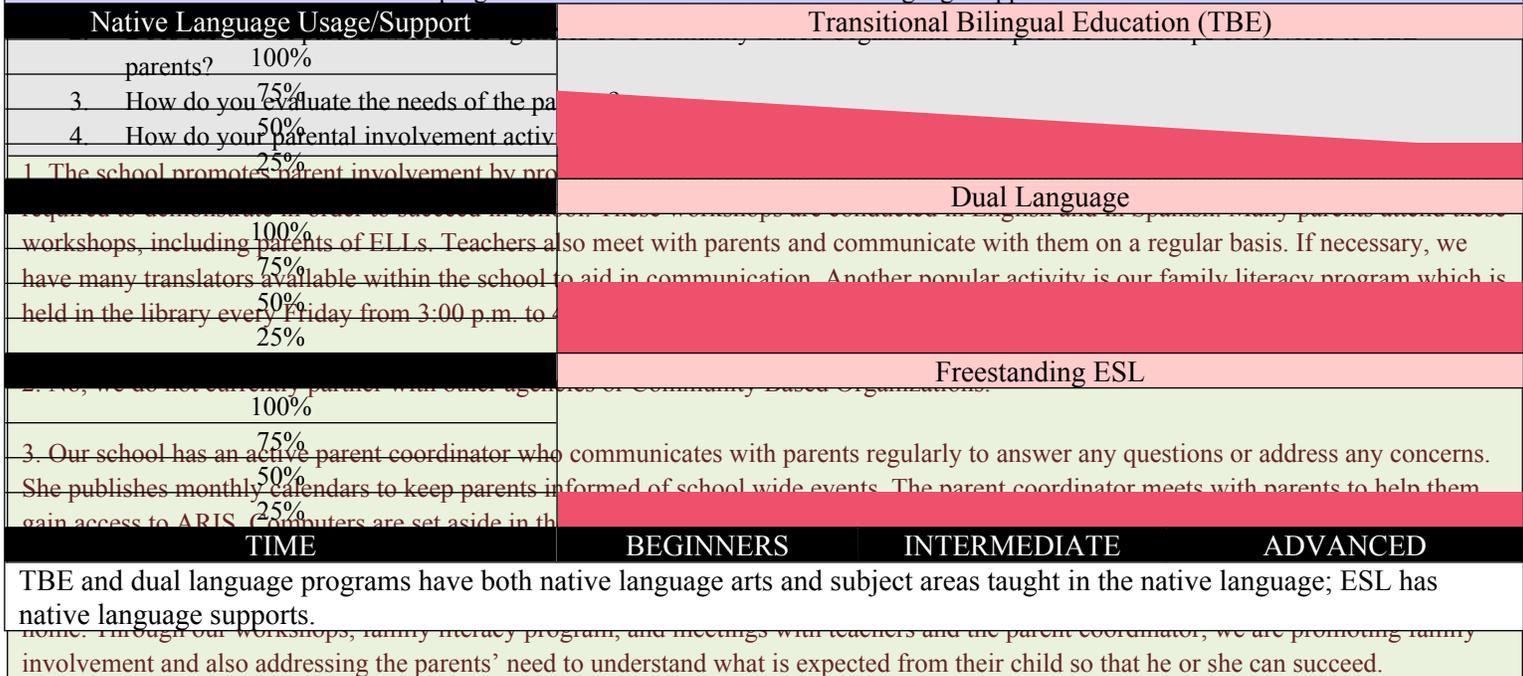
1. All teachers are certified and highly qualified. They are offered professional development focusing on how to differentiate instruction to meet the needs of ELLs and the use of scaffolding strategies to support student participation in content areas. Teachers are provided with one weekly common prep 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. For the current school year, we do not have any new general education or special education teachers. All staff members have received the minimum 7.5 hours of ELL training as per Jose P. We would like to note that ongoing professional learning about ELLs is included at all of our Professional Development sessions, during common prep times, and as needed throughout the year.

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



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. No, we do not currently partner with other agencies or Community Based Organizations.

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

4. Our activities are designed to help parents stay informed of their child's academic performance and learn ways that they can help at home. Through our workshops, family literacy program, and meetings with teachers and the parent coordinator, we are promoting family involvement and also addressing the parents' need to understand what is expected from their child so that he or she can succeed.

B. Programming and Scheduling Information--Continued

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

8. 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, math coach, AIS teachers, and extended-day teachers. All intervention sessions are conducted in English with Native language support when needed.

9. 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 2011 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.

10. N/A

11. N/A

12. 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

B. Programming and Scheduling Information--Continued

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

8. 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, math coach, AIS teachers, and extended-day teachers. All intervention sessions are conducted in English with Native language support when needed.

9. 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 2011 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.

10. N/A

11. N/A

12. 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, we have ELLs that are a part of our after school track team and art club.

13. 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 Hampton-Brown, Santillana USA, Delta Systems, Attanasio & Associates.

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

15. The services we provide, and the materials that we use, help to further develop the English language acquisition and academic development of our ELLs. All services and materials are age and grade level appropriate.

16. N/A

17. N/A

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. For the current school year, we do not have any new general education or special education teachers. All staff members have received the minimum 7.5 hours of ELL training as per Jose P. We would like to note that ongoing professional learning about ELLs is included at all of our Professional Development sessions, during common prep times, and as needed throughout the year.

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. No, we do not currently partner with other agencies or Community Based Organizations.

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

4. Our activities are designed to help parents stay informed of their child's academic performance and learn ways that they can help at home. Through our workshops, family literacy program, and meetings with teachers and the parent coordinator, we are promoting family involvement and also addressing the parents' need to understand what is expected from their child so that he or she can succeed.

based on this data, as well as plans for small-group instruction.

2. The 2011 NYSESLAT results reveal that the number of Beginning and Intermediate students in our school exceeds the number of Advanced by close to 50%. There are 59 Beginner and Intermediate students and 28 Advanced students. Overall, the students performed

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

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. No, we do not currently partner with other agencies or Community Based Organizations.

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

4. Our activities are designed to help parents stay informed of their child's academic performance and learn ways that they can help at home. Through our workshops, family literacy program, and meetings with teachers and the parent coordinator, we are promoting family involvement and also addressing the parents' need to understand what is expected from their child so that he or she can succeed.

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)	4	4	4	2	6	3	6							29
Intermediate(I)	0	4	7	10	2	2	5							30
Advanced (A)	0	3	3	3	5	12	2							28
Total	4	11	14	15	13	17	13	0	0	0	0	0	0	87

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	1	1		10
4	8	4	1		13
5	2	3	0		5
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	2	3	3	3	2	0	0	0	13
4	1	0	8	3	3	0	1	0	16
5	1	3	2	2	1	1	0	0	10
6									0
7									0
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	1	0	4	2	8	1	1	0	17
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- 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 provides teachers with a good idea of how well ELL students are developing English language skills. Guided reading groups are formed

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

School Name: P.S. 360

School DBN: 10X360

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy Rodriguez Lewis	Principal		10/14/11
Iris Aldea Pollack	Assistant Principal		10/14/11
Carmen Vargas	Parent Coordinator		10/14/11
Natalie Bergen	ESL Teacher		10/14/11
	Parent		
Lindsey Grela/ESL	Teacher/Subject Area		10/14/11
Carmen Perez-Ortiz/ESL	Teacher/Subject Area		10/14/11
Denise Scarano	Coach		10/14/11
Clara Kaplan	Coach		10/14/11
Leena Haber	Guidance Counselor		10/14/11
Robert Cohen	Network Leader		10/14/11
Malikh Ifill/ESL	Other <u>Teacher</u>		10/14/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10X360 **School Name:** P.S. 360

Cluster: Corinne Rello **Network:** Bob Cohen

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

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.

When parents register their children, they are required to complete the language preference form. The language preference form indicates which language the parent wishes to communicate in orally and in writing. The language preferences are entered into ATS. This information is used to provide school staff with the written and oral translation and interpretation needs of the parents. Three hundred seventy seven (379) of the parents prefer to communicate in English, two hundred eighty one (281) parents prefer to communicate in Spanish, and two (2) parents prefer to communicate in Albanian. The school community is informed about these findings at faculty conferences and monthly grade level meetings.

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.

The Adult Preferred Language Report (RAPL), an ATS report, is used to determine the preferred language of the parents of students in every class. This information is disseminated to teachers at faculty meetings. The Parent Coordinator and the School Based Support team are also informed..

Part B: Strategies and Activities

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 provide in-house translation during all parent/teacher meetings, workshops, and other events. All parent communication is sent out in English and Spanish.

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 maintains lists of in-house staff, parent volunteers and outside sources that can be used for translation purposes.

On Parent/teacher conference day we used staff members for interpretation and the teachers were informed about the services of Over-The-Phone Interpretation provided by the Department of Education.

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>.

Within 30 days of enrollment, the school determines the parents' preferred language. As required by section VII of the A663 of the Chancellor's Regulation, all school signage forms are available in the covered language and are posted throughout the building. The Adult Preferred Language Report and the blue emergency contact cards are used to determine if the translation services of the DOE Translation Department are required.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 360	DBN: 10X360
Cluster Leader: Corinne Rello	Network Leader: Bob Cohen
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

An after-school drama program meets for one hour per day, three days per week, from December to June. The drama program puts on two performances each year. The students receive direct instruction on reading scenarios and plays and writing dialogue. Students 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. Twenty five English language learners in grades three through six are members of the drama program. The language of instruction is English, and the English language learners who participate in the program are serviced by a certified ESL teacher.

Part C: Professional Development

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

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

Begin description here:

The Assistant Principal, who was previously an ESL teacher and 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 club receives weekly mentoring and 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.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here:

Ten hours of parent workshops are planned for the parents of ELLs. There will be one two-hour workshop each month from January to May, 2012. Parents will be engaged in activities designed to promote literacy and mathematics at home. Parents will be introduced to the math and literacy skills their children need to know and learn and they will be informed of the math and literacy standards. Parents will learn activities that promote listening skills and how reading, talking and playing can help their children succeed in school. The workshops will be provided by the math and literacy 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.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$ 10,985.52	207 hours of per session for ESL and General Ed teachers to support ELL Students: 138 hours x \$49.89 (current teacher per session rate with fringe) = \$6,884.82 Program Coordinator and supervisor: 69 hours x \$52.20(current per session rate with fringe)=\$3,601.80 10 hours of per session for parent workshops: 10 hours x \$49.89 (current per session rate with fringe)= \$498.90
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. 	\$ 562.48	Reader's theatre, loose leaf paper, construction paper, glue, notebooks, pencils, pens, press wood, paint

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$ 11,548.00	