



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME:

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 22/BROOKLYN/361

PRINCIPAL: DIANNE S. MARTIN

EMAIL: DMARTIN52@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. RHONDA FARKAS

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
Dianne S. Martin	*Principal or Designee	
Jeanne O'Connor	*UFT Chapter Leader or Designee	
Randy Richardson	*PA/PTA President or Designated Co-President	
Laura Carey	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Phyllis Woods	Member/Assistant Principal	
Anthea Pond-Paynter	Member/Teacher	
Natalie Baukis	Member/PTA Vice President	
A. Lowe	Member/PTA Treasurer	
Jennifer Lloyd	Member/Secretary	
A. Deux	Member/Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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.
By June 2013 20% of the students continually enrolled from September to June in grades K-2 performing in the lowest third of our student population will read on or above grade level based on a variety of measures including: Mondo, ECLAS2, and teacher made assessments.

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.
P.S. 361 provides assessments for students through the use of ECLAS 2 and the Mondo Reading Program which revealed that there is a need to provide direct instruction to students during an uninterrupted reading block. Students will also receive additional support from Intervention teachers, during the Extended Day program and for grade two students during an eight week Saturday program.

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) key personnel 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

A Balanced Literacy Program integrates reading and writing showing the deep connection between understanding not only how to read text but how to then apply author's craft in writing.

A 90 minute reading block without including writing WAS a Reading First Practice.

Student support will be provided throughout the school year. There will be an uninterrupted reading block of 90 minutes.

- The Reading Block will include instruction in the Balanced Literacy program, including the five essential components of effective reading instruction (phonemic awareness, phonics, fluency, vocabulary, comprehension).
- The Reading Block will consist of whole group instruction, small group instruction (skills/strategy and guided reading groups) instruction via the push-in model during the literacy block for identified students.
- Out of classroom teachers (clusters) will continue to service at-risk students during the daily Intervention Period during the 2012-2013 school year. Struggling students will be given additional opportunities to improve their performance via the Extended Day program.
- Literacy coach will provide professional development for the implementation of the various components of the Balanced Literacy program. Professional development will include intervisitations, modeling of lessons, grade conferences/workshops.
- Foundations will continue to be implemented in 2012-2013 in all special education programs.
- All ELL students whose scores on the NYSESLAT indicate a need will be serviced full time in a classroom or by a pullout ELL teacher to comply with legal mandates.

Classroom teachers and administration will participate in frequent cycles of observation resulting in formative actionable feedback utilizing a research based framework for Enhancing Professional Practice. Focusing in particular competencies for Designing Coherent Instruction. Questioning and Discussion Techniques and Using Assessment in Instruction.

Teacher Teams will analyze results of data; form groups of like needs students and provide differentiated instruction by incorporating UDL strategies and the RTI model into their instruction. **The Journeys Reading Program** has been purchased and will be fully implemented in April 2013. We expect to close gaps identified in the Balanced Literacy instructional model currently in use. The program is fully aligned with Common Core Learning Standards and Citywide instructional Expectations including shifts in text complexity and the balance between fiction and non-fictional literature.

Timeline: Sept. 2012-June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent and differentiated work stations. Independent reading and conferring will be a part of the Reading Block. Out of classroom teachers will provide small group involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

PS 361, *[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. PS 361'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 Advisory Council, as trained volunteers and welcomed members of our school community. PS 361 will support parents and families of Title I students by:

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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I _____ Title IIA X Title III X Grants (RESO A Grant funds for technology) _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
P.S. 361 participates in the Learning Leaders Program. Parent volunteers are trained to work with students who need extra support. Parents also visit their child's classroom once a month during our Parents as Learning Partners Program, to participate in learning activities. We also participate in the Breakfast to Go and Cookshop Programs to support nutritional health benefits for students during the school day and to establish healthy habits for life. The East Flatbush Promise Neighborhood works closely with our school. Students in Temporary Housing receive ongoing support with obtaining school supplies throughout the year. We have a new CAMBA After School program and continue to house the Haitian Enlightenment Program, *HELP* in our school. Both programs service approximately two hundred of our students, almost a third of our population.

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.
By June 2013 10% of the students continually enrolled from September to June in grades K-2 performing in the lowest third of our student population will perform on or above grade level in mathematics based on a variety of data including: Everyday Math, Envisions Math assessments, two CCLS aligned 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.
P.S. 361 administers baseline assessments in Everyday Math. Assessment results reveal that there is a need for direct instruction in mathematics in order to provide support for our struggling students and all students in our school community. Students complete Performance Tasks as a way to measure mastery of mathematical practices as outlined in Common Core Standards throughout units of study. We have utilized budgetary resources to purchase the **Envisions Math Program** which is aligned with NYS Common Core Standards and curriculum. We will continue to utilize the Everyday Math and Envisions Program in tandem. We expect the utilization of the Envisions Math Program which is aligned with Common Core Learning Standards to support student mastery of grade expectations.

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) key personnel 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
- Students will receive support throughout the year. Teacher team curriculum mapping committees have worked together to restructure the Everyday Math program so that like content is taught in a unit of study. Data collected in September/October 2012 will be analyzed to identify areas of weakness in student performance. Data analysis will provide the basis for student groups, strategies and activities planned and the level of Response to Intervention for students. SMART goals will be created for short and long term goals. In addition students will be made aware of goals in math instruction. Students will participate in a 45 minute math block inclusive of the mini lesson format, whole group, small group and instruction for struggling students.
- Utilization of literature to provide conceptual understanding for early childhood learners.
- Utilization of station activities will increase conceptual understanding and practice; hands on activities will be facilitated through the use of manipulatives.
- Daily instruction will take place supported by the Everyday Mathematics and the new *Envisions* math program.
- Teacher and student conferences will be held to identify secure skills and future teaching points.
- Daily Math Journal Writing in the form of pictures and written entries.
- Differentiated instruction will be provided to meet the needs of students of different ability levels including modification and

enhancement of curriculum for ELLs, Spec.Ed. Students and students who exceed grade level expectations.

- Teachers will meet with small groups of students to reteach and reinforce skills resulting from data analysis.
- Intervention provided by AIS teacher by means of pull out instruction for students performing below grade level in grades one and two.
- Ongoing Fact contests in Math.
- Inquiry Team Meetings to analyze student work and plan next steps.
- Teacher team meetings to analyze student work and integrate next steps into action plans.
- Consistent progress monitoring in assessments and student observations will be analyzed to provide ongoing adjustment in action plan

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- 1. providing materials and training to help parents work with their children to improve their achievement level (e.g. literacy, math and use of technology);
- 2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- 3. fostering a caring and effective home/school partnership to ensure that parents can effectively support and monitor their child's progress;
- 4. providing assistance to parents about understanding City, State and Federal standards for assessments;
- 5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- 6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- P.S. 361 participates in the Learning Leaders Program. Parent volunteers are trained to work with students who need extra support. Parents also visit their child's classroom once a month during our Parents as Learning Partners Program, to participate in learning activities. We also participate in the Breakfast to Go and Cookshop Programs to support nutritional health benefits for students during the school day and to establish healthy habits for life. The East Flatbush Promise Neighborhood works closely with our school. Students in Temporary Housing receive ongoing support with obtaining school supplies throughout the year. We have

a new CAMBA After School program and continue to house the Haitian Enlightenment Program, *HELP* in our school. Both programs service approximately two hundred of our students, almost a third of our population. Annual assemblies are held during the school day and PTA meeting to strengthen the home school connection. The Arithmetics Program is viewed by our entire school community and allows our students to deepen their knowledge of mathematics in a fun and engaging matter.

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.

By June 2013, 20% of the students writing below grade level expectations will write at grade level as evidenced by growth noted by the change in student performance in two CCLS aligned ELA Performance Tasks scored by a CCL a standards based rubric

EPAL 2012-2013 assessment which will be administered in January.

Comprehensive needs assessment

Ongoing data analysis of writing samples including Fall Performance Tasks and EPAL/ELA Second Grade Practice Assessments reveal the need for explicit instruction in the development of the writing process. Vertical pairing of teachers identified weaknesses in student writing. Salient points include the need for improvement in the following areas:

- Writing coherent sentences
- Use of vocabulary and word forms
- Paragraph Structure
- Grammar Usage

Writing expectations require students to demonstrate increased sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. Text complexity and a shift to increase the balance of fiction and non-fiction literature has identified gaps in the Balanced Literacy reading approach currently utilized resulting in the allocation of budgetary resources utilized to purchase the **Journeys Reading Program**. Language and instructions for tasks will align with units of study in the program. The program will be fully implemented in April 2013. The impact of utilizing the Journeys Program will support growth in student writing development.

Students Performing Below Grade Level (Fall Performance Tasks)

Kindergarten-142

Grade One-124

Grade Two-128

Total # of students performing at or above grade level, Level 3 and 4- 194 students

Total # of students performing below grade level, Level 1 and 2- 404

Total # of students expected to perform at grade level by June 2013- 274/20% increase in the number of students performing at or above grade level

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) key personnel 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. Student support will continue throughout the year. P.S. 361 has invested in a writing program. We have also purchased handwriting books for students. We will add resources that will support our developing writers and provide support to teachers who need professional development in this area. Teachers will model for students on a consistent basis and expect writing to accompany work in all subject areas. EPAL practice has been ongoing since the beginning of the term and students respond to a listening passage every week. Our school

wide focus has been identified as writing and Inquiry Team analysis will support next steps in strengthening writing practice for our students.

d) Timeline:

- Students will be engaged in writing activities across all content areas.
- Students will review writing practices during Morning Meeting activities.
- Purposeful writing will take place during the Reading Block when students respond to literature during station activities.
- Students will write to ascertain text based evidence.
- Students will follow the writing workshop calendar publishing writing pieces derived from units of study.
- RESO A Grant funds will be used to enhance student learning by integrating SmartBoard technology into day-to-day instruction.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- P.S. 361 participates in the Learning Leaders Program. Parent volunteers are trained to work with students who need extra support. Parents also visit their child's classroom once a month during our Parents as Learning Partners Program, to participate in learning activities. We also participate in the Breakfast to Go and Cookshop Programs to support nutritional health benefits for students during the school day and to establish healthy habits for life. The East Flatbush Promise Neighborhood works closely with our school. Students in Temporary Housing are supported throughout the year. We have a new CAMBA After School program and continue to house the Haitian Enlightenment Program, *HELP* in our school. Both programs service approximately two hundred of our students, almost a third of our population. Annual assemblies are held during the school day and PTA meeting to strengthen the home school connection.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title I X Title IIA X Title III X Grants X Other

If other is selected describe here:

Contract for Excellence funds (C4E) will be used to fund a literacy coach to assist with the implementation of programs

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). P.S. 361 participates in the Learning Leaders Program. Parent volunteers are trained to work with students who need extra support. Parents also visit their child's classroom once a month during our Parents as Learning Partners Program, to participate in learning activities. We also participate in the Breakfast to Go and Cookshop Programs to support nutritional health benefits for students during the school day and to establish healthy habits for life. The East Flatbush Promise Neighborhood works closely with our school. We have a brand new CAMBA After School program and continue to house the Haitian Enlightenment Program, *HELP* in our school. Both programs service approximately two hundred of our students, almost a third of our population. Annual assemblies are held during the school day and PTA meeting to strengthen the home school connection.

ANNUAL GOAL #4 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 #4

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

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.

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) key personnel 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.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #5 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 #5

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

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.

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) Timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Extended Day Program Saturday, Thursday Academy NYSESLAT Push-In Support	Small group Small group After School Program Reading Block	Mon.-Wed. Eight Week Program January-April During the school day
Mathematics	Academic Intervention Services Everyday Math/Envisions Program	Small group	During the school day During the day
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-Risk counseling	Small group	During the day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

All teachers are highly qualified with the exception of one first ESL teacher who resigned in December. We are currently interviewing to fill the position.

Prior to hiring the candidate, credentials are verified by our Network's HR Director to ensure that the candidate holds a valid NYS certification in that license. The BEDS survey is reviewed by the Principal and the HR Director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS survey. Strategies and activities used to attract highly qualified teachers to our school include:

- Frequent communication with our Network HR Director when vacancies occur.
- Central Office of Talent and Recruitment partners with colleges and the Network HR Director partners with Central for assistance and guidance and for candidate referrals.
- Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited.
- Establishing a partnership with a local college to support the grooming of student teachers in our search of HQT candidates.
- Interviewing HQT candidates from the Open Market Hiring System and the Absent Teacher Reserve (ATR) Pool.
- Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews and NYS certification/licensing.
- Maintaining a teacher resource center and professional library to promote promising and effective practices.
- Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities.
- Individualized PD plans are created for teachers to ensure continued improvement.

In the very rare event that a teacher's status was deemed not a HQT the principal would consult with network Human Resources director to ensure that non-HQT will meet all requirement documentation and assessment deadlines. This may include some form of counseling including encouraging the teacher to become HQT through the High Objective Uniform State Standard of Evaluation (HOUSSE) SYSTEM.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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:

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

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:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Jose Ruiz/Julia Bove	District 22	Borough Brooklyn	School Number 361
School Name The East Flatbush Primary School			

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

Principal Dianne Martin	Assistant Principal Phyllis Woods
Coach type here	Coach type here
ESL Teacher Indira Varanasi	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Juliza Colon
Related Service Provider type here	Other type here
Network Leader type here	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	2	Number of certified bilingual teachers	0	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	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	627	Total Number of ELLs	53	ELLs as share of total student population (%)	8.45%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. All new first time entrants to PS 361 are put through an ELL Identification Process (screening and initial assessment). Parents of all new first time entrants are required to complete the Home Language Information Survey (HLIS) as part of the registration process. When possible, parents are provided with HLIS forms in their native language. The school secretary calls upon a trained pedagogue (Indira Varanasi - licensed ESL teacher or Phyllis Woods - Assistant Principal) to conduct the initial informal oral interview with parents and students (in English and native languages) during registration to make an initial determination of a child's home language, as well as, to provide assistance with completion of the HLIS if necessary. PS 361 is readily able to provide oral interpretation to parents and students during the informal oral interview in Haitian Creole (Chantal Espert - School Social Worker, Jean Pascal - School Psychologist) and Spanish (Juliza Colon - Parent Coordinator, Sonia Woodson - Guidance Counselor, Marilyn Pacheco - Family Worker). The Department of Education Translation and Interpretation Unit is called upon to assist us in providing oral communication when the native language is other than Haitian Creole and Spanish. The Language Assessment Battery-Revised (LAB-R) is administered by our ESL teacher to students identified as possible ELLs (those students whose HLIS form indicates a home or native language is other than English and students who speak a language other than English or speak little or no English during the informal oral interview) to establish an English proficiency level. We consider a student to have a home language other than English on the HLIS when one or more answers to questions #1-4 indicates a language other than English and 2 or more answers to questions #5-8 indicates a language other than English. Students scoring at beginner, intermediate or advanced level on the LAB-R are considered LEP and entitled to either bilingual education or ESL services. Students scoring at proficient level are not considered LEP and enter a general education program. All new entrants whose HLIS responses indicate a home language of Spanish and score at/or below English LAB-R cut scores are administered the Spanish LAB-R to determine language dominance. Our ESL teacher records the results of the informal interview and results of the identification process, including results of the LAB-R on the HLIS. All HLIS forms are kept securely in individual student cumulative record folders and copies are kept on file by the ESL teacher involved in the Identification Process. Each spring, all identified ELLs are retested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). Parents are notified of NYSESLAT outcomes and program eligibility before the beginning of the next school year through a Continued Entitlement letter or NonEntitlement letter. Students scoring at beginning, intermediate or advanced levels on the NYSESLAT are considered LEP and bilingual or ESL services continue, while students scoring at the proficient level are considered not LEP. In September, we print out the RNMR and RLAT to review progress of all ELLs and the administrators, ESL teachers and coaches meet to plan targeted instruction for the school year. Transitional services may be provided (ESL support) for two years, supported by state funds, as per CR Part 154, for students transferring from our freestanding ESL program into an English mainstream program. Since we are a K-2 school, students reaching proficiency may receive support until they articulate to grade 3.

2/3/4. Because the state requires that ELLs be placed in the appropriate program within 10 days of enrollment, getting parents information quickly and efficiently is critical to getting their input. The DOE Entitlement letter is distributed to parents of students identified as ELLs by the LAB-R (students scoring at beginning, intermediate or advanced levels) inviting them to a group orientation session at held the beginning of the school year. At the orientation session, parents are given information on the different programs that are available to their children by Indira Varanasi (ESL teacher). To encourage informed choice, parents view a video (provided by the

Office of ELLs) in their native language describing the three program choices (Transitional Bilingual, Dual Language and Freestanding ESL) and are then asked to complete the Parent Survey and Program Selection form in their native language ordering program selections so that their first choice is the program in which they would most likely have their child enrolled. Bilingual staff (listed above) is present to answer any questions parents may have about the educational programs that are available to ensure complete understanding. Parents who do not/cannot attend the initial orientation session held at school are encouraged to view the program choices online and return the Parent Survey and Selection Form to PS 361's Parent Coordinator. At times, one-on-one meetings or phone conferences are conducted. Orientations are ongoing and are conducted throughout the school year (for those students admitted as the school year progresses) and, whenever possible, orientations are conducted the same day as registration.

5/6. Parents' choice, coupled with program availability determines placement for ELLs. The trend at PS 361 for the past three years has been that parents opt to have their children participate in a freestanding ESL program as opposed to other two options that are available to them. Should that trend change, other program offerings will be made at PS 361 to align with parent choice provided requirements are met (i.e. sufficient numbers of entitled students with the same home language within two grade levels). Parents choosing a Traditional Bilingual Education program are informed that they may transfer their child to a school in the district that has such a program since we cannot currently accommodate their request, however, should they choose not to transfer their child, he/she will remain at PS 361 and be placed in a Freestanding ESL program. Returned Parent Selection Forms are kept on file by Indira Varanasi, ESL teacher.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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		1												1
Push-In			2											2
Total	0	1	2	0	0	0	0	0	0	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	53	Special Education	4
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	53		4							53
Total	53	0	4	0	0	0	0	0	0	53

Number of ELLs in a TBE program who are in alternate placement: 0

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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	2	7											17
Chinese														0
Russian														0
Bengali														0
Urdu			2											2
Arabic	1		1											2
Haitian	9	12	10											31
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														0
Other			1											1
TOTAL	18	14	21	0	53									

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. PS 361 offers two organizational models of English Language instruction for English Language Learners: one self-contained heterogeneously grouped ESL class (grade one) whereby students receive instruction in all content areas in English by a New York State and City Licensed Certified ESL teacher and one push-in/pull-out ESL program conducted in English by a New York State and City Licensed Certified ESL teacher for all mandated special education students and general education students in kindergarten and grade two. Kindergarten and grade two students are heterogeneously grouped in regular classroom settings. Kindergarten students receive ESL instruction via a pull-out model, while grade two students receive ESL instruction via a push-in model. Special education students are placed in programs as per their Individualized Education Plan (IEP) recommendations and receive ESL instruction as described in Question #7 (below).

2. PS 361 has two licensed ESL teachers on staff to ensure that the amount of ESL instruction students receive is aligned with the CR Part 154 requirements for English Language Learners. Students who perform at the beginner and intermediate levels of proficiency on the LAB-R or NYSESLAT receive 360 minutes of ESL instruction weekly. Students who are at the advanced level receive 180 minutes of ESL and 180 minutes of ELA instruction weekly.

3. Students in our ESL programs receive all content area instruction in English with native language support. Native language support is given via native language libraries, technology enrichments-use of the Imagine Learning English program, and/or the buddy system (peer to peer or bilingual staff members called upon to support students). In order to maximize English language acquisition for ELLs, the ESL

A. Programming and Scheduling Information

and classroom teachers work closely to deliver literacy instruction, as well as, tailor instruction to meet the needs of ELLs. ESL teachers teach content in strategic ways that make concepts comprehensible while promoting each student's academic English language development (ie. slower speech, clear enunciation, use of visuals, demonstrations or role-playing, use of realia or manipulatives, Total Physical Response (TPR), Language Experience Approach (LEA), targeted vocabulary development, connections to student experiences and use of supplementary materials). Big books, predictable books and pattern books are particularly effective with ELLs. Word lists from content areas and stories are used as word banks for writing activities. Teachers encourage ELLs to interact with their peers and discuss ideas and work on projects to help them understand the content covered in classes. Language objective are included in ESL lessons to promote academic success and enrich language development.

4. Our students (grades K-2) do not take part in the standardized testing program. Therefore, accommodations are not made to test ELLs in their native languages.

5. Because PS 361 services students in Pre-K through grade two, we have only the following ELL subgroups: ELLs in US schools less than three years (newcomers) and ELLs identified as having special needs. Instruction is differentiated for beginner, intermediate and advanced students as outlined in Question #3. Our newcomers and special education ELLs receive additional support with Imagine Learning English interactive software.

6. All ELLs, including ELL-SWDs, are exposed to grade appropriate academic content area material. Teachers use grade appropriate program materials (i.e Scott Foresman Social Studies texts/workbooks), however, instruction is tailored to meet the needs and learning styles of individual students (i.e. ELL-SWDs may be exposed to the content of Community Workers via pictures/videos/internet clips, time for dress-up/role-playing, puzzles, puppets, trips to the firehouse, post office, classroom visits from police officers, sanitation workers, etc.) Teachers help students learn to read and write in specific content areas by conducting prereading activities (i.e. previewing nonfiction texts by examining the section headings and illustrations) and prewriting activities (i.e. using sentence starters and Thinking Maps to record ideas on a topic.) In an effort to promote oral interaction and extend academic talk, teachers incorporate Accountable Talk into their lessons. After a response, students are encouraged to orally expand upon their thinking (i.e. A teacher might say, "Tell me more about that or Why do you think so?") Think-Pair-Share routines provide structures for discussions, teach students to be active listeners, promote both students' language learning and fosters their confidence in speaking out.

7. Looking ahead to the Phase Two Special Education Reform, we will begin trying to accommodate the needs of ELL-SWDs within the least restrictive environment possible. In the past, all ELL-SWDs were grouped together and received ESL instruction via a pull out program. This school year, we will try to meet the needs of our four ELL-SWDs as follows: One kindergarten ELL-SWD will receive 360 minutes of ESL instruction via a pull-out model with his non-disabled grade level peers; Two grade one ELL-SWDs will receive 360 minutes of ESL instruction via push-in services by our ESL teacher; One second grade ELL-SWD will be mainstreamed into a general education class for the daily 90-minute literacy block and receive 180 minutes of ESL instruction via our push-in ESL teacher.

Courses Taught in Languages Other than English ⓘ

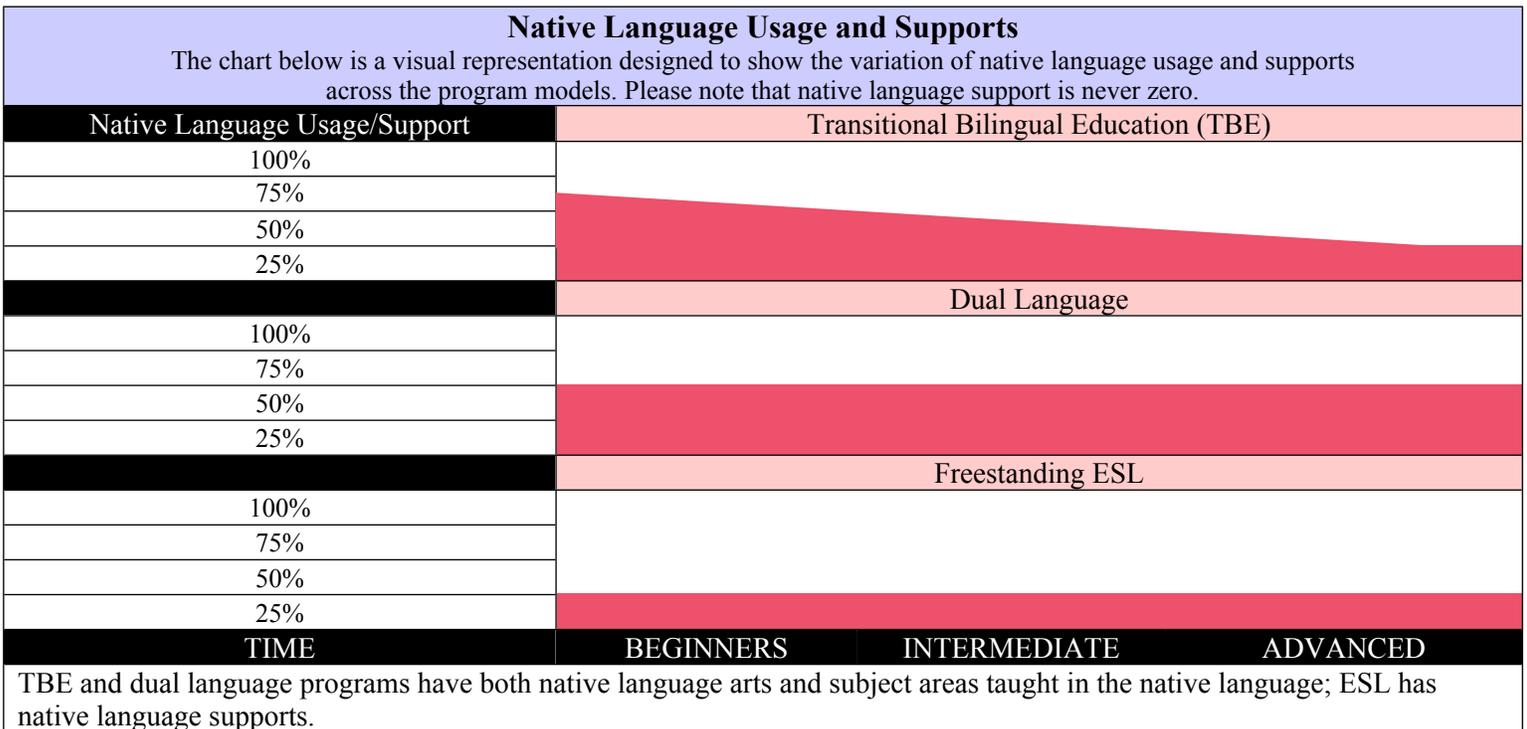
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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. Imagine Learning English, a computer assisted literacy program, is used by all ELLs during the school day. Language support is provided in two languages (native language and English) and slowly transitions to English only. All ELLs, grades K-2, who exhibit inadequate growth on reading assessments (ECLAS-2, MONDO 3D) receive an extra 37 1/2 minutes of small group literacy instruction in English 3 days per week during our extended day program using Harcourt Trophies Reading Intervention materials. Instruction is focused on helping them achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, vocabulary development, comprehension and fluency. At risk second grade ELLs receive academic intervention services in English during the school day (literacy and/or mathematics via small group pull-out) and are invited to participate in our 8-week Saturday Program.
9. ELLs reaching proficiency on the NYSESLAT are provided transitional support depending on their needs (i.e. invited for participation in the extended day program, Academic Intervention Services, Saturday Program, continued support from one of our ESL teachers).
10. Last school year, our second graders were heterogeneously grouped together in one class, where ESL instruction was provided by a licensed ESL teacher via a push-in model. We will continue to make programming and scheduling changes to provide ESL instruction via a push-in model, whenever possible.
11. We are not discontinuing any of the programs/services previously implemented for ELLs.
12. In addition to mandated ESL services, ELLs are invited to participate in PS 361's extended day program (Monday-Wednesday 2:20-2:57pm) and the Title III extended day program (Tuesday-Wednesday 3:00-4:00pm). At-risk second grade ELLs are also invited to participate in our 8-week Saturday Program.
13. Balanced Literacy is the primary vehicle for literacy instruction for all students, including ELLs. Through curriculum mapping (the use of thematic units), we connect learning and build concepts. Working together on activity-oriented, hands-on projects built around themes provides ELLs with important reasons to communicate and collaborate with their classmates. Students are engaged in read alouds, shared and guided reading/writing and computer assisted instruction in literacy. All classrooms are equipped with SMARTboards and either desktops or laptops; students in grades one and two visit the computer lab once a week. Our push-in/pull-out ESL teacher collaborates with classroom teachers to parallel her lessons with the instruction that students are receiving in their regular classes. MONDO's Let's Talk About It! supports our efforts in increasing oral language development in students while linking oral language instruction to reading and writing instruction.
14. As written in Question #3, native language support is given via native language libraries, technology enrichments (use of the Imagine Learning English program) and/or the buddy system. Imagine Learning does not support Urdu or Arabic, therefore, ELLs speaking those languages receive native language support through the other ways mentioned.
15. All required services support and resources correspond to our ELLs ages and grade levels.
16. As a Pre-K through grade two school, students are not typically identified prior to registration. Through the Responsive Classroom Approach, newly enrolled students are provided with the opportunity to build community with their classmates.
17. As a Pre-K through grade two school, language electives are not offered to ELLs.

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)?

Paste response to questions 1-5 here

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. The PS 361 Professional Development Plan for 2011-2012 will continue to support the teachers who work with ELL students during the school day, as well as, in the extended day and Title III programs. The administrators and literacy coaches assist teachers on how to teach mathematics and literacy to ELLs more effectively. During weekly curriculum planning meetings, informal and formal observations and daily learning walks, administrators and coaches offer concrete suggestions to teachers regarding lesson modifications to increase comprehensible input for ELLs in their classes (i.e. modeling, role playing, sensory experiences using realia, manipulatives, visual representations). All teachers working with ELLs (including content area teachers) will receive Professional Development bi-monthly (November, January, March and May). Topics shall include, but are not limited to: Common Core Standards for ELLs, Language Difference versus Learning Disability, etc. In addition, teachers of ELLs will be encouraged to attend relative professional development opportunities offered through the Opportunities for Educators of English Language Learners (OELL) program and the CFN 602 throughout the school year. We are presently planning a visit for ELL personnel to observe best practices in another school in our network.
2. Our weekly schoolwide Listening Activity (using the the Public Address System) was incorporated into the schedule to provide students of all grades with opportunities to listen to and respond in writing to a variety of text genres in an effort to enhance the skills they will need to achieve on the standardized tests they will begin taking in grade 3. From September, teachers of grade 2 students are provided with training in test sophistication in preparation for students articulating to grade 3. Grade 2 teachers are given the opportunity to collaborate with grade 3 teachers from PS 269, our articulating school, during the school year.
3. We will utilize our ESL licensed staff and network personnel for support in providing professional development for new teachers in an effort to best meet the needs of our ELLs and satisfy Jose P requirements.

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. It is our belief that parents play an integral role in supporting their child's learning. All parents, including parents of ELLs, are encouraged to be actively involved in their child's education. With this in mind, PS 361 has provided school folders for regular written communication between teacher and the home. Written progress reports are given three times a year (in addition to report cards) to keep parents informed of their child's progress as well. Our Dad's Club was created in an effort to involve male parents/guardians, grandfathers, etc. Parents are invited to become trained school volunteers via the Learning Leaders program. Our monthly Parents as Learning Partners initiative provides opportunities for parents to participate in their child's class, and to observe classroom activities. Materials are provided and training is given to help parents work with their children to improve their achievement level at various workshops throughout the school year (i.e. Family Literacy, Family Math and and technology training to build parents' capacity to help their children at home). Workshops are offered during the school day and in the evening to accommodate parent schedules. Written and oral interpretation services are available for parents of ELLs to ensure maximum parent involvement. PS 361 supports school-level committees that include parents serving as members of the School Leadership Team and the Parent Teacher Association. In addition, outreach is made to CFN 602 for additional resources to assist parents.

2. The Haitian Enlightenment Literacy Program (HELP), a community-based organization, provides daily child care/homework assistance to parents of PS 361 students, including ELLs, at a nominal fee.

3/4. PS 361 distributes an annual Parent Needs Assessment survey to all parents in October and the Parent Learning Survey in March in an effort to improve the academic quality of the school. The findings of the surveys, oral/written feedback from various workshops, and information gained from our Parent Coordinator meeting informally with parents is used to design strategies to more effectively meet the needs of all parents, including parents of ELLs. Information gleaned helps determine workshop topics, workshop times, and the best way to communicate information to parents. At School Leadership Team meetings and Parent Executive Board meetings, parents are engaged in discussions with school staff regarding ways to promote parent involvement, including planning for parent-child activities (i.e. Family Fun Day, Father Daughter Dance, Mother Son Day, Mother Daughter Day, etc).

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)	10	9	5											24
Intermediate(I)	2	3	5											10
Advanced (A)	4	8	6											18
Total	16	20	16	0	0	0	0	0	0	0	0	0	0	52

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	0	0										
	I	6	3	2										
	A	6	14	6										

NYSESLAT Modality Analysis

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

NYS ELA

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

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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?

6. Describe how you evaluate the success of your programs for ELLs.

1. The early literacy skills of all students, including ELLs, are assessed through ECLAS-2, MONDO Reading 3D and running records of student reading. ECLAS-2 data reveals the following: Kindergarten - weaknesses in letter and sound recognition; Grade one students - weaknesses in phonemic awareness (i.e. rhyming), phonics (i.e. letter sound correspondence), decoding c-v-c words; and Grade two students - spelling, decoding and vocabulary. This information is helpful in making program decisions, instructional decisions (i.e. grouping of students/determining necessary skills to teach) and in planning targeted professional development for teachers of ELLs.

2/3. Administrators, literacy coaches and ESL teachers met in September 2011 to review 2010-2011 NYSESLAT data to determine whether or not students met annual measurable achievement objectives (AMAO) for ELLs as set forth by the State Education Department. Although there is evidence that students are making progress in learning English (students are advancing one proficiency level on the NYSESLAT or making total scale score gains for students who maintain the same proficiency level), data reveals that most PS 361 students do not typically attain English language proficiency until they have received more than one year of ESL service. A weakness was noted across all grade levels in reading/writing performance skills. Our focus for 2011-2012 will be to focus on maintaining high quality listening/speaking instruction and adding rigor to reading/writing instruction across all grade levels.

4. As a Pre-K through grade two school, PS 361's students do not participate in city/state assessments, Periodic Assessments, etc.

5. PS 361 does not have a dual language program.

6. Program success is measured by the number of students meeting the annual measurable achievement objectives for Limited English Proficient students/English Language Learners set forth by the State Education Department.

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: PS 361

School DBN: 22K361

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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School Name: PS 361

School DBN: 22K361

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dianne Martin	Principal		12/1/11
Phyllis Woods	Assistant Principal		12/1/11
Juliza Colon	Parent Coordinator		12/2/11
Indira Varanasi	ESL Teacher		12/2/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **22K361**

School Name: **The East Flatbush Primary School**

Cluster: _____

Network: **602**

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.

PS 361 asks that a parent/guardian complete a Home Language Information Survey (which is translated into the respective native languages parents speak/understand) for each new child admitted during the registration process. This data is helpful in determining written translation and oral interpretation needs for particular families. We also conduct an assessment of written translation and oral interpretation needs through an annual needs assessment survey sent to parents and informal interviews of parents to ensure that all parents are provided with appropriate and timely information in a language they can understand. Additional written translation needs were determined by many parents' inability to read documents presented to them by teachers and office staff, homework assignments, notes and flyers sent home written in English during the school year. Additional oral interpretation needs were determined by requests for interpretation at our Parent Orientation and Parent Teacher Conferences by teachers and parents, information received from our ESL teachers, and observation of parents of ELLs at our parent functions.

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 major findings were that parents, teachers and school personnel indicated that there was a need for bilingual interpreters and translators to assist in communicating with non-English speaking parents. Parents also mentioned that they often are unable to bring their own interpreters to school meetings and at times have used their own children in this role. These findings were reported at School Leadership Team meetings.

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.

PS 361 is readily able to provide written translation to parents in Haitian Creole and Spanish. Several staff members and parents are bilingual and can be made available to translate written communication as the need arises (i.e. teachers' letters to parents, homework). We will continue to seek out the support of the Department of Education Translation and Interpretation Unit to assist us in providing written communication to parents (i.e. for the translation of letters, documents and forms) for all parents whose native languages are other than English so that all parents will have access to school information.

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.

PS 361 is readily able to provide oral interpretation to parents in Haitian Creole and Spanish. Several staff members and parents are bilingual and can be made available to provide this service as the need arises. These persons will be called upon to meet identified interpretation needs when communicating with non-English speaking parents such as:

- a. Making telephone calls to parents to obtain or provide specific information
- b. Interpret at informal meetings between family and teacher
- c. Interpret at formal meetings between the family and the teacher to explain specific procedures or student difficulties
- d. Interpret at formal meetings to obtain permission from the family for assessment and for consideration of special education placement
- e. Interpret at formal meetings with members of the School Based Support Team to explain results and recommendations to family
- f. Interpret at orientation meetings for parents of newly arrived English Language Learners

We will continue to seek out the support of the Department of Education Translation and Interpretation Unit to assist us in providing oral communication to parents whose native languages are other than Haitian Creole and Spanish so that all parents will have access to school information.

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>.

See #1 and 2 above. Our school will provide each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services and instructions on how to obtain these services. A sign will be posted near the primary entrance to the school indicating the room where a copy of the notice for parents regarding language assistance services can be obtained. We will obtain from the Translation and Interpretation Unit a written translation of the signage and forms required under Section VII of Chancellor's Regulation A-663 in the primary language of the parent that is neither English or a covered language and post and provide translated forms in accordance with this section.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS 361	DBN: 22K361
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 45
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

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: PS 361 is a Title I Pre K-2 school located in Flatbush. Our early childhood school has approximately 650 students and houses four half-day pre-K classes, eight kindergarten, eight grade one and seven grade two classes. The English Language Learner population this year is 68 students which is an increase to the number of students in 2011-2012 (57), 2010-2011 (56), 2009-2010 (55), 2008-2009 (49) 2007-2008(53) and 2006-2007 (57), but a decrease from the two years prior (2005-2006 (72), 2004-2005 (88)). Most of our students come from Caribbean English speaking countries. Most of our ELL students speak Haitian Creole, some speak Spanish and a few are from Asia or Africa.

PS 361 offers two models of English Language instruction for English Language Learners: one self-contained ESL class (grade one-20 students) whereby students receive English instruction in all content areas and a freestanding program conducted in English by a New York State and City Licensed Certified ESL teacher for all mandated special education students and general education students in kindergarten and grade two. Kindergarten and grade two students are heterogeneously grouped in regular classroom settings; kindergarten students (17, including one special education student) receive ESL services via a pull-out model and grade two students (25) receive services via a push-in model. Special education students (7) are placed based on IEP recommendations and receive ESL instruction via a pull-out model.

ELLs are identified through the LAB-R examination after a review of the Home Language Identification Survey. Parents are invited to attend an orientation to view a video and complete the Parent Selection Surveys in their native languages. The trend in our school has been 100% participation in an ESL program as opposed to other options that are available to them.

The amount of ESL instruction students receive is aligned with the CR Part 154 requirements for English Language Learners. Students who perform at the beginner and intermediate levels of proficiency on the LAB-R or NYSESLAT receive 360 minutes of instruction weekly. Students who are at the advanced level receive 180 minutes of instruction weekly.

Our ELL students participate in the Balanced Literacy program with an emphasis on English language acquisition. Students are engaged in read alouds, shared and guided reading and computer assisted instruction in literacy. Mondo's Let's Talk About It! was purchased to support literacy instruction for ELLs. Teachers make necessary accommodations for the ELL students who require it. The ESL teachers conduct lessons that will help the individual student progress to the next level of proficiency. In 2012-2013, our pull-out/push-in ESL teacher will continue to collaborate with the classroom teachers to parallel her lessons with the instruction that the students are receiving in their regular classes; preparation period schedules have been aligned this school year to foster common planning time.

For the past seven years, PS 361 has implemented a Title III after school program (in English) three days

Part B: Direct Instruction Supplemental Program Information

a week for one hour each day for ELLs. The rationale for this program has been to increase English literacy skills of ELLs. Focus has been on improving their reading, listening, writing and speaking ability. The program will again be implemented in 2012-2013, running from February 2013-May 2013 on Mondays, Tuesdays and Wednesdays from 3:00-4:00pm, if funding allows. ELLs promoted to grade one and two whose raw scores have been significantly low on the NYSESLAT after one or two years of ESL instruction, as well as, students new to the country, will be targeted. The plan is to provide supplemental instruction for forty-five ELLs. Groups will be kept to no more than fifteen. One certified ESL teacher will work collaboratively with two common branch teachers. Since this is the only afterschool program, we will need to hire a supervisor. Materials for intervention services will be NYSESLAT preparation materials.

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 PS 361 Professional Development Plan for 2012-2013 will continue to address the teachers who serve ELL students both during the school day and in the after school program.

The administrators and literacy coach will assist teachers on how to teach literacy to ELLs more effectively. During weekly curriculum planning meetings and monthly grade conferences, administrators, coaches and our pull-out/push-in ESL teacher will offer concrete suggestions to classroom teachers regarding lesson modifications for ELLs in their classes (i.e. role playing, use of visuals/authentic materials).

Specific methodologies for ESL instruction will continue to be researched and incorporated into classroom practices. Therefore, teachers of ELLs will be encouraged to attend relative professional development opportunities offered through the Opportunities for Educators of English Language Learners (OELL) program throughout the school year. We will continue to seek out Children First Network support for professional development as well. ESL teachers will meet monthly with an administrator to look at student work/data to help plan instruction to meet the needs of our ELLs.

Our pull-out/push-in ESL teacher and administrator will provide professional development to teachers of the afterschool Title III ESL program. A workshop titled "Familiarizing yourself with the NYSESLAT" will be conducted. During this session, they will provide teachers with an overview of the components of the exam. NYSESLAT preparation materials and teachers manuals will be distributed as well. The ESL teacher will also discuss adapting classroom lessons for ELLs as part of this workshop.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Various workshops will be scheduled throughout the school year to meet the needs of ELL parents. Parents will be notified via information provided on the school calendar, memorandums and through the School Messenger telephone system. Our pull-out/push-in ESL teacher will work closely with our Parent Coordinator to provide information to parents in their preferred language. A workshop titled “Familiarizing yourself with the NYSESLAT” will be conducted. During this session, they will give parents an overview of the components of the exam and discuss ways they can support their children at home. NYSESLAT preparation materials will be distributed as well.

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 		
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. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		