



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 361
DBN (i.e. 01M001): 22K361
Principal: TIFFANY FRAZIER, IA
Principal Email: TFRAZIE@SCHOOLS.NYC.GOV
Superintendent: DR.. RHONDA D. FARKAS
Network Leader: JULIA BOVE

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Tiffany Frazier	*Principal or Designee	
Jeanne O’Connor	*UFT Chapter Leader or Designee	
Randi Richardson	*PA/PTA President or Designated Co-President	
Juliza Colon	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-Paytner	Member/ Teacher	
Shawn Lowe	Member/ Parent	
Jeanette Cruz	Member/ Parent	
Christopher Hallman	Member/ Parent	
Racquel Bailey	Member/ Parent	
Erica Sarpong	Member/	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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.

PS 361 is an early childhood school that serves grades PreK-2. Most of our 2nd graders attend PS 269 and there have been great discrepancies in the 2nd graders readers level when they left PS 361 in June and when they entered PS 269 in September. After looking closely at the data, which included the 3rd grade ELA results, conversations with the instructional team at PS 361 and the current benchmark reading system in place, we decided by June 2013, at least 75% of all students in kindergarten, grade 1 and grade 2 will demonstrate gains toward mastery of ELA Common Core Standards in Reading Foundational Skills, based on Fountas and Pinnell baseline assessment administered in September 2013. Our first step was to align the reading benchmark system with PS 269, by purchasing the Fountas and Pinnell Benchmark reading assessment. Teachers received an overview of the assessment with a close focus on fluency, ease and comprehension when assessing our students. The second step included formally assessing our students in September, December, March and May. The third step was to make guided reading a priority during our reading workshop to ensure that students were receiving the specific skills and strategies needed to meet the benchmark targets. Lastly, the administration decided that leveled texts needed to be purchased for the classroom libraries as they had not been replenished in year..

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.

After reviewing the baseline assessments from grades kindergarten to second grade , this particular goal was determined.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional Development:

- Strategies/Activities:
- Teachers will participate in Network Professional Development Days. Teachers will participate in Literacy Ambassador sessions and turn key to the staff during PD days, lunch and learns and grade meetings.
- Teachers will attend PD days offered by network for SWD and ELL

2. Implementation Fidelity

- Foundations Implementation during small group instruction and 37.5 minutes
- Teachers will participate in inter and intra visitations focused on best practices
- Continued development of foundation for literacy instruction
- Teachers will implement the Journey's Reading Program on a daily basis including, which includes word work, vocabulary, shared reading, and Guided Reading.

3. Inquiry & RtI

- All grade level teams will engage in the inquiry process and will regularly review target student data and progress
- Teachers will meet during their common planning time to create curriculum maps, unit plans, and performance assessments based on CCLS and student work.
- Teachers will conduct benchmark assessments in reading 4 times in the school year, with interim assessments conducted between
- Teachers will group students according to the data gathered through assessments and conferences
- Students who are not progressing and meeting quarterly literacy benchmarks will be referred to the RTI coordinator

4. Administrative Support

- School leader will purchase read aloud books, leveled library books that meet the needs of the students so students can read their just right books and have books to take home for independent practice.
- School Leaders will meet with teacher teams at least once per month during common planning periods.

- School Leaders will provide short cycles of observation and feedback to support teachers through the use of the Danielson Framework for Teaching

B. Key personnel and other resources used to implement each strategy/activity

1. Administration will offer pd sessions on implementing fountas and pinnell
2. Literacy Ambassador will facilitate workshops on Journey's Reading Program
3. RTI Coordinator will offer demo lessons on guided reading
4. Admistration will collect benchmark assessments from teachers to monitor progress of the students

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will administer the Fountas and Pinnell reading assessment four times a year:September, December, March, and May
2. After each assessment is completed students will be grouped for guided reading and strategy lesson s based on level and need.
3. Students who are not meeting their benchmark assesements will receive additional support during 37.5 minutes
4. Students who are not making gains after the second round of assesement will be referred to the RTI coordinator

D. Timeline for implementation and completion including start and end dates

1. September 2012-June 2013
2. Benchmark Assessments due: September-December-March-May
3. September 2012-June 2013
4. September 2012-June 2013

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Using our current reading program Journeys, we will use the text sets available to work with our small groups and for guided reading
2. Leveled texts based on the needs of the readers in the classroom will be purchased for class libraries
3. Teachers will also have access to the school book room which contains text sets of books from level A-Q
4. Literacy Ambassador will facilitate 6 sessions of 2 hour sessions with teachers who are taking the lead on creating the reading curriculum maps

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).

Once a month we have Family as Learning Partners where parents are invited into their child's classroom and complete an activity with their child. Followed by the meeting we offer ways that parents can help their child at home by reading books of various levels so parents understand what a Level A book looks like vs a Level D book. Teachers send home monthly newsletter stating the genre students are reading so they can support their child by taking them to the local library and selecting similar books. Parent communication will be ongoing throughout the school year to provide parents with feedback, including progress reports sent home in between report cards and monthly newsletters

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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 2014, there will be a 5% increase in the number of students scoring at level 3 or 4 on the Discovery Mathematics Assessment when compared to September 2013 baseline results

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.

After reviewing baseline Discovery Mathematics data, it was determined that there was a need to increase student performance in mathematics across all grades. The Discovery Math Summary report showed that our students struggled the most with Operations, more than half of our k-2 students received a level one on this area in math. Our second area of concern was Base Ten and Measurement, where roughly 42% of our students received a level 1

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional Development:

- Teachers will participate in Network Professional Development Days. Teachers will participate in Math Ambassador sessions and turn key to the staff during PD days, lunch and learns and grade meetings.
- Teachers will attend PD days offered by network for SWD and ELL.

2. Implementation Fidelity

- Teachers will participate in inter and intra visitations focused on best practices
- Continued development of mathematics instruction
- Teachers will implement the enVision MATH Program on a daily basis.
- Teachers will administer a pre-assessment at the end of each unit and plan lessons according to the needs of the students

3. Inquiry

- Teachers will meet during their common planning time to create curriculum maps, unit plans, and performance assessments based on CCLS and student work.
- School Leaders will meet with teacher teams at least once per month during common planning periods.
- Teachers will conduct benchmark assessments in mathematics twice in the school year, with interim assessments conducted between (Pre and Post Performance Assessment Tasks, envisions MATH Topic Tests)
- All grade level teams will engage in the inquiry process and will regularly review target student data and progress

4. RtI

- Teachers will group students according to the data gathered through assessments and conferences
- Students who are not progressing and meeting quarterly literacy benchmarks will be referred to the RTI coordinator

B. Key personnel and other resources used to implement each strategy/activity

1. Math Ambassador will turnkey information from Network PD, Network Technology Expert will offer support in White Board on line lesson planning
2. Teachers will use conference notes and student work to group students based on need
3. Administration will monitor student math portfolios
4. Math Intervention teacher will offer support to students who are struggling with math standards

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Discovery Math Assessments will be administered twice a year.
2. Pre and Post Performance Tasks will be administered for each mathematics unit.
3. Student data will be used to plan instructional groupings and activities
4. Students who are not progressing may be referred to the RTI coordinator

D. Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014
2. September 2013 through June 2014
3. September 2013 through June 2014

4. September 2013 through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1. Teachers will have an uninterrupted math block of 60 minutes
- 2. The Assistant Principal will facilitate six sessions, two hours for each session with teachers who are taking the lead on math curriculum mapping
- 3. Students will receive additional support during 37.5 minutes
- 4. Teachers will receive pd with our data specialist in analyzing the Discovery Data to plan for groups and rigorous tasks

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).

Once a month we have Family as Learning Partners where parents are invited into their child's classroom and complete an activity with their child. Followed by the meeting we offer ways that parents can help their child at home in mathematics Teachers send home monthly newsletters stating the topic the students are working on in math and offer links that support this work at home. Teachers call parents and invite them to meetings to show them how to assist with math homework. We will have a math family night in which parents can learn about math games that promote fluency in mathematics.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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.

In looking at our OORS data there were 188 incidents reported with 100 reported within the classroom. By implementing a Heartwood Character Education Program students will learn about core values and find more meaningful and peaceful ways to solve their conflicts. By June 2013 there will be a 30% decrease of level 3 and 4 incidents within our classrooms.

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.

Many staff members of the PS 361 community were concerned about the behavior in the school, the Learning Environment showed that only 9% of the staff strongly agreed that the social and emotional needs of the students were being met. It is vital that students need to be able to come to school in a safe environment in order to perform academically.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1. Teachers have been trained in PBIS strategies , a PBIS committee was formed in order to examine trends and patterns within our building, based on surveys from the staff members. Committee members will develop strategies and best practices in and out the classroom and share information with all staff members that supervise children.
- 2. School leaders along with the guidance councilor have introduced the Heartwood Character Education component to the curriculum. Teachers received binders with possible activities and lessons that incorporate the values of : respect, honesty, loyalty, responsibility, love, hope and courage. Once a month a class from each grade level K-2 performs at the assembly demonstrating their understanding of the core value. Once a month a student from every class receives a core value award.
- 3. Students who are having difficulty within in the classroom due to behavior are subject to at risk counseling with our guidance counselor after parental consent. Students work in small groups on social skills, including but not limited to cooperating with others, and developing coping skills.

B. Key personnel and other resources used to implement each strategy/activity

- 1. Heartwood Character Education material
- 2. School leaders, parent coordinator, School based support team.

3. School leaders ordered read aloud books for all classroom teachers that correspond with the core value of each month.
 4. Guidance Counselor
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Every three months, school leaders and guidance counselor will examine the number of level 3 and 4 incidents entered in OORS
 2. The results will be shared with the PBIS committee.
 3. The PBIS committee will analyze the data and create next steps to address the areas of concern.
 4. Guidance Counselor will track the progress in small groups and adjust methods where needed
- D. Timeline for implementation and completion including start and end dates**
1. Character education lessons take place three times a week during the morning meeting.
 2. Each classroom has a bulletin board for character education learning and understanding.
 3. Classes participate in monthly town hall assemblies centered around the month's core values
 4. Guidance counselor will share quarterly updates of OORS incidents and students receive certificates from administration that exhibit the core value of each month
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Teachers have devoted the first twenty minutes of their day to a Reflective Morning Meeting.
 2. Teachers and students complete a feelings check in and reflection of the previous day.
 3. Teachers will also present character education lessons three times a week.
 4. Guidance Counselor will create a rotating program to meet individual and small group student needs

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).

Parents are invited to monthly town hall meeting to learn more about our core values.

Teachers send home newsletters that discuss the core value of each month and ways that they can support this work at home

Parents whose children are often involved in incidents meet with the guidance counselor for support and strategies that can work at home

Monthly Family as Learning Partners where parents are invited into the classroom so they participate in a lesson with their child and observe the guidelines of the classroom

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #4

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.

By June 2013 teachers of all grades will create curriculum maps and units of study that are aligned to the CCLS, thus giving teachers opportunities to create rigorous tasks engage all students in learning.

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.

The Progress Report of 2012-2013 states, only a limited number of selected teachers participate in curricula design, unpacking curricula expectations, and making purposeful decisions that facilitate the cognitive engagement of all learners. This impedes the school's potential to increase teacher ownership for student and school success and influence key decisions that affect student learning across the school.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Common Planning Time:

- Teachers plan together during their weekly common planning periods.
- Teachers participate in bi-monthly lunch and learns
- Teachers of SWD also have a planning period, as well as our ELL teachers. Teachers of SWD also have a planning period, as well as our ELL teachers.
- Teachers who are creating specific content area maps will have same prep times so they can meet and plan accordingly

2. Professional Development

- Literacy Ambassador will turnkey information to Grade Leaders monthly which was gleaned from Network PD regarding Curriculum Mapping, use of DOK and UDL
- Grade Leader & Teachers participate in bi-monthly lunch and learns.

3. Inquiry Groups

- Grade level Teacher Leads participate in weekly inquiry sessions focused on looking at student work and or revising curriculum work and units of study.
- Teachers participate in weekly inquiry sessions focused on looking at student work , creating next steps and or revising curriculum work and units of study.

2. Key personnel and other resources used to implement each strategy/activity

1. Grade leaders facilitate weekly meetings during common planning time. Grade leaders meet monthly with the building leaders. .
2. Literacy Ambassador turnkeys ideas, information and material from Network PD regarding same
3. The adminstrive team meets bi-weekly to discuss ways to support teachers as based on the evidence from the Danielson rubric.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Principal and Assistant principal read over maps, units of study and performance task once teachers submit them. Teachers received a calendar of due dates so they can adhere to deadlines
2. Most units of study are 6 weeks long. Teachers have to submit their work a week before the unit begins in order to receive feedback from the school leaders.
3. School leader then provide feedback for the teachers or arrange for additional meeting time for teachers to revise their work..

4. Timeline for implementation and completion including start and end dates

1. September 2013-June 2014
2. September 2013-June 2014
3. September 2013-June 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The assistant principal ensures that the master schedule allows for teachers to meet on the grade once a week
2. Literacy Ambassador will facilitate 6 sessions of 2 hour sessions with teachers who are taking the lead on creating the reading curriculum maps
3. The Assistant Principal will facilitate six sessions, two hours for each session with teachers who are taking the lead on math curriculum mapping

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).

Once a month we have Family as Learning Partners where parents are invited into their child's classroom and complete an activity that is aligned to the CCLS Parents will attend a meeting about the CCLS and how it pertains to students in an early childhood school, parents will receive a power point hand out on the shifts with strategies that they can implement at home

Parents receive progress reports so they can monitor their students progress and meet with their child's teacher

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #5

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.

By June 2012, there will be a 5% increase of parent involvement in the school as evidenced by participation in 3 or more school events such as: Families as Learning Partners (monthly), Open School Night, PTA, SLT etc..

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.

While recognizing the importance of parent involvement in student development along with the implementation of the CCLS the SLT determined that an increase in parent involvement would be a school wide goal. According to the Learning Environment Survey, about 50% of our parents strongly agreed that the school provides them with information about the school's educational goals and offers appropriate feedback on each student's learning outcomes?

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

• Strategies/activities that encompass the needs of identified subgroups

1. Monthly and bimonthly events for parents and families will be hosted-Guest Reader Fridays,
2. Families as Learning Partners, Family Fun Nights,
3. Parent workshops and monthly character education town hall meetings.

• Key personnel and other resources used to implement each strategy/activity

1. School Leader, all Teachers and Staff
2. Parent Coordinator
3. Parent Coordinator, Administration, Teachers, create and maintain a monthly Parent News Letter/School messenger

• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Parent Coordinator will keep record of sign and sheet and monitor parent participation.
2. School will send out letters in English, Spanish, Haitian-Creole and Arabic so all parents are informed.
3. School will use school messenger to send reminders.

• Timeline for implementation and completion including start and end dates

1. September 2013-June 2014
Monthly Family as Learning Partners Events
November and March Open School Night
Monthly PTA meetings
2. Winter and Spring Music Concerts
3. Spring Math Family Night
Family Fun Day

• Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Parent Coordinator will remind parents of upcoming meetings through school messenger
Administration will welcome parents at meetings followed by family as learning partner meetings
2. Staff will lead parent meetings following family as learning partners based on the needs of our parents
Math intervention specialist will coordinate Math Family Night in May
3. Parent coordinator and members of SLT will facilitate Family Fun Day in June

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).

- Once a month we have Family as Learning Partners where parents are invited into their child's classroom and complete an activity with their child. Followed by

the meeting we offer ways that parents can help their child at home by reading books of various levels so parents understand what a Level A book looks like vs a Level D book.

- Teachers send home monthly newsletter stating the genre students are reading so they can support their child by taking them to the local library and selecting similar books.
- Parent communication will be ongoing throughout the school year to provide parents with feedback, including progress reports sent home in between report cards and monthly newsletters

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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 Push-in and Pull out support Guided reading Strategy lessons Journey's reading program	Small group One to one	During the 90 minutes literacy block every day During the extended block on Monday and Tuesday During pull-out sessions with the RTI coordinator
Mathematics	Extended Day Program Push in and Pull out support Envisions Math	Small group One to one	During the 60 minute math block During the pull-out/ push in sessions with the Math Provider
Science	Read alouds Field trips connected to the content Performance Tasks	Small group One to one	During the school day during their science periods
Social Studies	Read alouds Field trips connected to the content Performance Tasks	Small group One to one	During the school day during their social studies periods
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	RTI team reviews referrals made by classroom teachers students who are at risk academically, socially and or emotionally	Guidance counselor provides group as well as individually basis Psychologist has formed a boys group to help them adapt into the classroom and to develop the skills to settle problems without fighting	During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

5. All elements of the *All Title I Schools* section must be completed*.
5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
6. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Administrative staff attends hiring fairs to identify and recruit highly qualified classroom teachers School leader collaborates with selected current school teachers to conduct group interviews of candidates The principal will work closely with the Network HR coordinator to ensure that non-HQT meet all required documentation and assessment deadlines <input type="checkbox"/> Mentors are assigned to support new teachers

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Every Wednesday staff participates in tailored pd session based on their feedback from their observations. All staff members participate in weekly inquiry work where we look at student work and examine best practices to deliver in the classrooms. Teachers attend lunch and learns and pd sessions from the network. Administrators attend monthly pd sessions provided by the network.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
read aloud books connected to Character Education Schedule includes common planning periods for each grade level Parent involvement activities

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Administrators and Parent Coordinators from PS 361 and PS 269 will meet to discuss days when students can visit PS 269 along with their families. Teachers from both schools (2 nd and 3 rd) will have an opportunity to meet and plan with one another for a joint pd session. PS 269 will receive the students performance tasks from Sept-June to note student progress and for possible classroom placement. Parents will have the opportunity for an open house session at PS 206.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
At PS 361 teachers had the opportunity to develop the curriculum maps and units of study based on content area and the grade that they are teaching. The teachers also worked in small clusters to create the pre, mid and post assessments and or tasks for each unit of study. After the assessments are scored based on a rubric, teachers then use the data to drive their instruction for the next unit of study and for the grouping of their students. During a lunch and learn teachers were provided with professional development in developing performance tasks. Teachers were also given a rubric to assess if their tasks were rigorous.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

22K361 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, 22K361, 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. 22K361's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the 22K361 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;

22K361'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. 22K361 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 22K361'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 22K361'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;

22K361 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;

22K361 SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

22K361, 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. 22K361 Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the 22K361 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.

SCHOOL-STUDENT-PARENT

School Pledge: We will

- Create a partnership with every family in the school
- Monitor student progress in reading and math and update parents monthly
- Make sure all students get help as soon as it's needed
- Send home learning materials in math and reading
- Explain my approach to teaching, expectations, and grading system to students and their families
- Continually work on my teaching strategies so that I can successfully teach **all** children.
- Assign work that is relevant and interesting
- Make sure students understand the assignment and what they'll learn from it.

Students Pledge: I will

- Let my teacher and family know if I need help
 - Read on my own and with my family every day
 - Complete all of my homework everyday
 - Follow the school rules every single day
 - Show kindness to others

Parents Pledge: I will

- Let the teacher know if my child has any problems with learning.
- Assist my child with his/her homework
- Read to my child 20 minutes a day.
- Reinforce the school rules
- Volunteer in the school and attend meetings and parent teacher conferences

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 22	Borough Brooklyn	School Number 361
School Name The East Flatbush Primary School		

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

Principal Tiffany Frazier	Assistant Principal Phyllis Woods
Coach	Coach
ESL Teacher Carline Derosier	Guidance Counselor
Teacher/Subject Area ESL - Kelli Jean Pierre	Parent Randy Richardson
Teacher/Subject Area Common Branch - Marcia Samuel	Parent Coordinator Juliza Colon
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	577	Total number of ELLs	73	ELLs as share of total student population (%)	12.65%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0											0
Dual Language (50%:50%)	0	0	0											0
Freestanding ESL														
self-contained	0	1	0											1
Push-In	2	0	2											4
Total	2	1	2	0	5									

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	73	Newcomers (ELLs receiving service 0-3 years)	73	ELL Students with Disabilities	9
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0							0
Dual Language	0	0	0							0
ESL	73	0	9							73
Total	73	0	9	0	0	0	0	0	0	73

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0											0
SELECT ONE	0	0	0											0
SELECT ONE	0	0	0											0
TOTAL	0													

*EP=English proficient student

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																		
SELECT ONE	0	0	0	0	0	0													0	0
SELECT ONE	0	0	0	0	0	0													0	0
SELECT ONE	0	0	0	0	0	0													0	0
TOTAL	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	3	12											22
Chinese	0	1	0											1
Russian	0	0	0											0
Bengali	1	0	0											1
Urdu	0	0	0											0
Arabic	1	2	3											6
Haitian	13	13	13											39
French	0	1	0											1
Korean	0	0	0											0
Punjabi	0	0	0											0
Polish	0	0	0											0
Albanian	0	0	0											0
Other	1	1	1											3
TOTAL	23	21	29	0	0	0	0	0	0	0	0	0	0	73

Part III: Assessment Analysis

Assessment Breakdown

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

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)	8	8	9											25

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	7	8	18											33
Advanced (A)	8	5	2											15
Total	23	21	29	0	0	0	0	0	0	0	0	0	0	73

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

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 (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The early literacy skills of all students, including ELLs, are assessed through the Fountas & Pinnell Benchmark Assessment System which is administered formally three times per year. Based on initial assessments given in September/October 2013, all grade one and two students are reading below grade level expectations. Of the twenty-three kindergarten students, 10 students know no letters and sounds and 13 know some letters and sounds. Data will be utilized when planning lessons that coincide with the units of study in each curriculum area in an effort to provide differentiated instruction that addresses the needs of a wide range of learners by providing "multiple pathways" in the teaching and learning process. During the small group instruction, students will receive targeted instruction based on their area(s) of need (phonemic awareness, phonics, comprehension, vocabulary and fluency).
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns from 2009-2010, 2010-2011 and 2011-2012 indicate an increase in the number of students performing at the advanced and proficient level in all grades in both listening/speaking and reading/writing. In 2009-2010, 32% of K-1 students scored at the beginner or intermediate level in listening/speaking, while 13% of K-1 students scored at the same level in 2011-2012. In 2009-2010, 69% of K-1 students performed at the advanced or proficient level in listening/speaking, while 87% scored at the advanced or proficient level in 2011-2012. In 2009-2010, 78% of K-1 students scored at the beginner or intermediate level in reading/writing, while 58% scored at the same level in 2011-2012. In 2009-2010, 22% of K-1 students scored at the advanced or proficient level in reading/writing, while 42% scored at the advanced or proficient level in 2011-2012. In 2009-2010, 12% of grade 2 students scored at the beginner or intermediate level in listening/speaking, while 5% scored at the beginner or intermediate level in 2011-2012. In 2009-2010, 88% of grade 2 students scored at the advanced or proficient level in listening/speaking, while 95% scored at the advanced or proficient level in 2011-2012. In 2009-2010, 60% of grade 2 students scored at the beginner or intermediate level in reading/writing, while 54% scored at the same level in 2011-2012. In 2009-2010, 40% of grade 2 students scored at the advanced or proficient level in reading/writing, while 45% scored at the same level in 2011-2012. Although past NYSESLAT data indicates that students moving into grades one and two are making progress in English language development (students are advancing one proficiency level on the NYSESLAT or making total scale score gains for students who maintain the same proficiency level), a dip in scores was noted with the change of assessment in Spring 2013. Data reveals that students have a more difficult time attaining proficiency in reading/writing. In addition, PS 361 students do not typically attain English language proficiency until they have received one or more years of ESL service.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
RNMR is not currently available.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?As a Pre-K through grade 2 school, PS 361's students do not participate in city/state assessments, Periodic Assessments, etc.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
PS 361 implements the RtI framework. When looking at data as a whole, administrators and ESL staff look at the effectiveness of the core instructional programs for ELLs first. If a large number of students in a particular class or grade are making minimal progress and/or are underperforming, teachers focus on improving core instruction so that it targeted to student needs. If most English Language Learners are making adequate progress in a class or grade, the next step would be to look at specific students of concern and tailor supports to address his/her needs (i.e. Tier 1, Tier 2 or 3 interventions). Individual student progress is monitored over a period of time and a referral made to the RtI team, if necessary.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Strategy lessons for ELLs are chosen based on their English level of proficiency. For students at a beginner level, teachers provide students with comprehensible input/abundant context clues using visuals, realia, manipulatives, gestures, etc., encourage students to join in group songs, chants, recitations, etc, assist in developing phonemic awareness, encourage students to participate in roleplaying

activities, use questioning strategies eliciting one or two words, etc. For students at an intermediate level, teachers continue providing comprehensible input and contextualizing instruction, ask questions that require phrase and sentence responses, provide opportunities for students to engage in social and academic conversations, provide age-appropriate instruction in English language conventions, grammar and structure, provide feedback when errors are made, etc. For students at an advanced level, teachers continue to engage students using strategies from the earlier stages, however, they also model and teach increasingly complex English language structures, provide instruction that requires students to use English in cognitively demanding situations, immerse students in a variety of genres, using content as an opportunity for vocabulary and schema building, provide and support students through grade level reading and writing, etc.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

PS 361 does not have a Dual Language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Program success is measured by the number of students meeting annual measurable achievement objectives for Limited English Proficient students/English Language Learners set forth by the State Education Department. NYSESLAT data is reviewed to determine whether or not students are moving through the language proficiency levels. The administration and ESL staff look for trends in scores to determine how effective current instructional approaches are for our ELLs. Data is utilized to assist teachers in making modifications to the core instructional program, as well as, plan targeted interventions for specific groups of students.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

All new first time entrants to the public school system are put through an ELL identification process (screening and initial assessment) upon entering PS 361. Parents of all new first time entrants are required to complete the Home Language Identification Survey (HLIS) as part of the registration process. When appropriate, parents are provided with HLIS forms in their native language. The school secretary calls upon a trained pedagogue or 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 the completion of the HLIS if necessary. PS 361 is readily available to provide oral interpretation to parents and students during the informal oral interview in Haitian Creole (ESL teacher, School Social Worker, School Psychologist, educational assistants) and Spanish (Parent Coordinator, Family Worker, educational assistants). The Department of Education Translation and Interpretation Unit is called upon to assist us in providing oral communication when native language is other than Haitian Creole or Spanish. The Language Assessment Battery-Revised (LAB-R) is administered by a licensed ESL teacher to students identified as 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 two or more answers to questions #5-8 indicate 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. 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. A Spanish speaking Special Education teacher administers the Spanish LAB-R to students as necessary. Our ESL teacher records the results of the informal oral

interview and results of the identification process, including results of the LAB-R on the HLIS. All HLIS forms are kept securely in individual cumulative record folders and copies are kept on file by the ESL teacher involved in the Identification Process.

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.
Because the state requires that ELLs be administered the LAB-R and an ELL determination made within 10 days of enrollment, getting parents to information quickly and efficiently is critical to getting their input. DOE entitlement and nonentitlement letters are distributed via backpack to parents. Parents of students identified as ELLs by the LAB-R are invited to a group orientation session held in September each school year. At the orientation session, parents are given information on the different programs that are available to their children by our 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). After viewing the video, parents are 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 available to answer any questions parents may have about the educational programs that are available, the Translation and Interpretation Unit is called upon when necessary and parents are encouraged to bring someone who speaks English to ensure complete understanding. Parents who do not/cannot attend the initial orientation session held at the school are called and encouraged to view the program choices online and return the Parent Selection 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, wherever possible, orientations are conducted the same day as registration.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
As stated above, the DOE entitlement letters (in translated versions) are distributed via backpack to parents of students identified as ELLs. Our ESL teacher collects and stores Parent Survey and Program Selection forms in a file in her classroom.
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.
Parents' choice, coupled with program availability determines placement for ELLs. Parents are informed that if their choice is TBE or Dual Language and there is no such program available at the time, that the school would form the program should a sufficient number of students (15) within two consecutive grades request the program.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
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). Eligible students are identified through the RLER-LAT report in ATS. A test administration calendar is created with a one month window for testing allotted to ensure that all students are present and administered the assessment in the four modalities. Parents are notified of testing dates via a school letter and information provided on the school monthly calendar. Parents are notified of NYSESLAT outcomes and program eligibility before the beginning of the following school year via continued entitlement or non-entitlement letters. Students scoring at beginning, intermediate or advanced levels on the NYSESLAT are considered LEP and bilingual or ESL services continue, while students scoring at proficient level are considered not LEP. In September, we print out the RNMR and RLAT to review progress of all ELLs and plan targeted instruction for the 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 achieving proficiency may receive support until they articulate to grade 3.
6. 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.) 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. 
The trend at PS 361 for the past few years has been that parents opt to have their children participate in the Freestanding ESL program as opposed to the other options that are available to them. Of the 31 students enrolled this school year, 28 of the parents who attended an orientation selected ESL as their first choice. Should that trend change, other program offerings will be made at PS 361 to align with Aspira Consent Decree so that parent choice requirements are met (i.e. 15 students with the same home language in one or two consecutive grades whose parents request a Bilingual program.) 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. Trends in parent choice are monitored at the beginning of each school year when the majority of new ELLs are identified at peak enrollment as information is captured and entered into the ELPC screen in ATS.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

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 (mixed proficiency levels) 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 services via the pull-out model.
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)?

PS 361 has two licensed ESL teachers on staff full time 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. 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 foster language development and meet the demands of the Common Core Learning Standards.

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 Imagine Learning English program, the buddy system and/or a bank of interpreters (staff) called upon to support students. Units of study in all curricular areas will be developed this year to ensure that all students, including ELLs are actively engaged in standards-based academic instruction with a focus on developing the four modalities of English acquisition (listening/speaking and reading/writing). In order to maximize English language acquisition for ELLs, the ESL and classroom teachers work closely to deliver literacy instruction, as well as, tailor instruction to meet the needs of ELLs. Teachers teach content in strategic ways that make concepts comprehensible while promoting student's academic English language development (i.e. slower speech, clear enunciation, use of visuals or demonstrations, use of realia or manipulatives, targeted vocabulary development, connections to student experiences and use of supplementary materials).
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Bilingual staff is called upon to administer assessments to students in their native languages. The Imagine Learning English technology program assesses students in many native languages as well.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Common Core Learning Standards in listening, speaking, reading and writing are incorporated into curriculum maps and units of study for each grade. To promote listening/speaking within a reading/writing curriculum, students are provided with multiple opportunities to engage in accountable talk (with partners, small groups, whole class) in all content areas. Products and assessments to measure students' understanding are determined during the planning process. Evidence of student learning are included in the units of study and are ongoing and varied (i.e. Reports, Projects, Demonstrations and Portfolios).
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

PS 361 does not have SIFE students or long-term ELLs.

As a Pre-K through grade 2 school, PS 361 only has ELLs who have been in US schools less than three years (newcomers), ELLs receiving service 4 to 6 years (if an ELL has been heldover) and former ELLs (in years 1 and 2 after testing proficient). To meet the needs of these ELLs, teachers modify instruction based on their knowledge of the students in their classrooms. Using the curriculum maps as a guide, teachers plan lessons and design classroom learning experiences that are responsive to the wide range of student needs in the classroom. The progress of former ELLs is monitored closely and they are provided with continued

support

for up to two years, if necessary. Support can be invitation to participate in the Extended Day program, AIS (literacy or math), continued work with the ESL teacher, etc.

7. 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?

Teachers of ELLs, including ELLs with disabilities, utilize the same grade-level materials as their general education counterparts to allow for equitable access to academic content areas. A master schedule has been created to promote collaborative learning among staff; time has been created for teachers of ELLs to meet weekly with teachers on their grade (special educators, teachers of ELLs and general education teachers), as well as, weekly with other ESL teachers. While planning individual units of study, specific instructional strategies and activities are decided upon to provide for multiple entry points for students at varying levels within a grade (i.e. grouping models, using multiple intelligences/learning styles, teaching metacognitive strategies).

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

Special education students are placed in programs as per their Individualized Education Plan (IEP) recommendations and receive ESL services via the pull-out model. ESL teachers are given copies of IEPs for ELL-SWDs so they can provide ESL instruction that is geared not only in attaining English proficiency, but assisting students in achieving their IEP goals. Whenever possible, students with disabilities are flexibly programmed to receive ESL services with their general education peers.

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

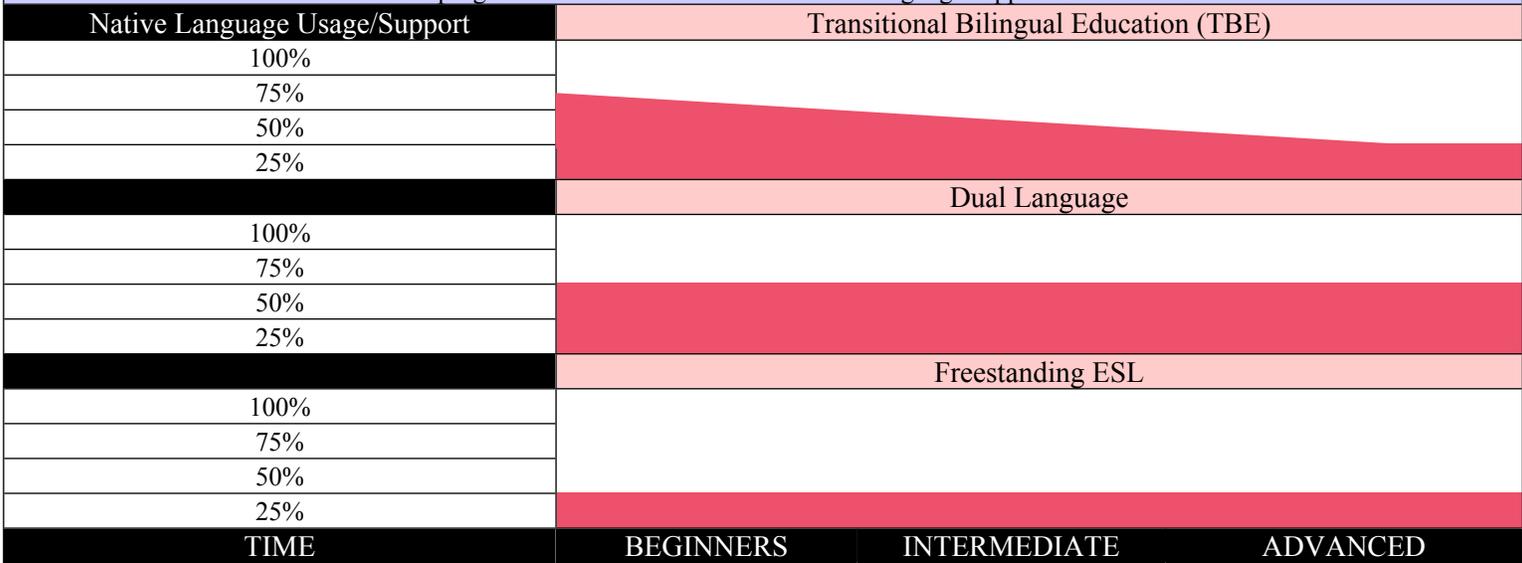
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.
- PS 361 offers the following intervention services for ELLs in all subgroups: Extended Day (Literacy), Title III Afterschool Program (Literacy), and Academic Intervention Services (Literacy and Math). All instructional services are offered in English. Imagine Learning English, a computer assisted program, is utilized by ELLs during the school day. Language support is provided in two languages (native language and English) and slowly transitions to only English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Formal and informal observations of teachers reveal that teachers of ELLs require additional support in differentiating instruction to include the use of ELL instructional strategies geared towards meeting the specific needs of ELLs within a standards-based curriculum. Our Professional Development plan for 2013-2014 will support our endeavor to improve teacher practice in an effort to increase student outcomes. Teachers will continue to be invited to participate in sessions offered throughout the year by the OELL and network 602.
11. What new programs or improvements will be considered for the upcoming school year?
- Resource materials for preparing the students for the NYSESLAT will be purchased from a different vendor.
12. What programs/services for ELLs will be discontinued and why?
- Former materials utilized for NYSESLAT preparation will be discontinued as they are not aligned with the changes made to the assessment.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- In addition to mandated ESL services, ELLs are invited to participate in PS 361's Extended Day program and Academic Intervention services in Literacy and Math (during the school day) when needed. Students are chosen when they are not meeting Fountas & Pinnell benchmark levels (literacy) or attaining mastery of concepts on unit assessments (math) for their grade. All ELLs (grades 1 & 2) are invited to participate in the Title III Extended Day program for preparation for the NYSESLAT. Invitation letters are sent home to parents of students inviting them to participate in the programs named above. ELLs are also invited to participate in the extracurricular activities offered: chorus, violin, band, and visual arts. Students are invited to participate if they demonstrate a natural affinity to the specific art area (in class sessions or during an "audition") or express a strong interest in it. ELLs are also included in the two Community Based Organization afterschool education programs housed at PS 361: CAMBA and HELP via parent request.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Journeys materials are the primary vehicle for literacy instruction for all students, including ELLs. Classroom teachers make necessary accommodations to program materials for ELLs who require it. All classrooms are equipped with SMARTBoards and desktops or laptops. Students are engaged in read alouds, shared and guided reading/writing and computer assisted instruction in literacy. Our pull-out ESL teacher collaborates with kindergarten classroom teachers to plan her lessons so that students are introduced to concepts the week before they are introduced in their regular classroom; instruction in grade 2 (push-in) is paralleled to the classroom instruction. 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. enVisions MATH is the program utilized to support math instruction.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is given via native language libraries, technology enrichments, the buddy system and/or support from a staff member who can translate and interpret for the student. We have begun to create glossaries and word walls with native language translations in the classrooms of ELLs.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required support and resource materials utilized correspond to our ELLs' ages and grade levels; scaffolding of lessons is provided based on student language proficiency levels. Students in grades K -2 are grouped with students of the same age/grade; special education students in grades 1 & 2 are grouped together.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- In an effort to assist newly enrolled ELL students before the beginning of the school year, parents and students are invited to tour

the school building and students are assigned a buddy (Parent Coordinator/member of the School Assessment Team) to check in on them.

18. What language electives are offered to ELLs?

Not applicable - As a Pre-K to 2 school, language electives are not offered.

19. For schools with dual language programs:

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

Not applicable-We do not have a Dual Language program.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

The PS 361 Professional Development focus for 2013-2014 for all teachers, including teachers of ELLs, is Collaborative Learning. The plan will continue to support the teachers who work with ELLs during the school day, as well as, in the Extended Day and Title III programs. During weekly curriculum planning meetings, informal and formal observations, administrators offer concrete suggestions to teachers regarding lesson modifications to increase comprehensible input for ELLs in their classes while maintaining rigor necessary for students to meet Common Core Learning Standards. All teachers meet weekly (Wednesday afternoons) for professional development in Advance, the new teacher evaluation system. Teachers of ELLs meet weekly (Thursday afternoons) for Inquiry. Teachers of ELLs have attended and will continue to be invited to attend related professional development opportunities offered through the Opportunities for Educators of English Language Learners (OELL) program and the CFN 602 throughout the school year as they relate to the needs of our staff and/or ELL population.

The administrators of PS 361 and PS 269 (our feeder school) have begun the dialogue to create a shared curricular vision (vertical alignment). To support families in the transition to grade three, second grade students are given the opportunity to visit PS 269 during the school's annual Peace rally and parents are invited to an Open House held each Spring. Grade two teachers are given the opportunity to collaborate with grade three teachers during the school year.

As in previous years, we will continue to reach out to network personnel support in providing professional development for new teachers in an effort to best meet the needs of our ELLs and satisfy Jose P. requirements. Teachers will be invited to participate in PD opportunities offered through the OELL program and CFN 602 throughout the year. Records are maintained in personnel files.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

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. In addition to weekly homework sheets, monthly newsletters are sent home for each grade. Written progress reports are given three times a year in addition to report cards to keep parents informed of their progress as well. Parents are invited to become school volunteers via the Learning Leaders program. Our monthly Families as Learning Partners initiative provides opportunities for parents to participate in their child's classroom activities. Town Hall meetings are held afterwards with the administration and parents. Materials are provided and training is given to help parents work with their children to improve their achievement levels at various workshops held throughout the school year (i.e. Family Literacy, Family Math). Workshops specifically geared for parents of ELLs are planned. Topics may include, but are not limited to: NYSESLAT preparation. 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. The Haitian Enlightenment Literacy Program (HELP) and CAMBA , community based-organizations, provide daily child care/homework assistance to parents. 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 our 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.

E. 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.

Part VI: LAP Assurances

School Name: The East Flatbush Primary Scho

School DBN: 22K361

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tiffany Frazier	Principal		12/18/13
Phyllis Woods	Assistant Principal		12/18/13
Juliza Colon	Parent Coordinator		12/18/13
Carline Derosier	ESL Teacher		12/18/13
Randy Richardson	Parent		12/18/13
Marcia Samuel	Teacher/Subject Area		12/18/13
Kelli Jean Pierre	Teacher/Subject Area		12/20/13
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 22K361 School Name: The East Flatbush Primary School

Cluster: 6 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 Identification Survey (which is translated into the respective native languages parents speak/understand) for each new child admitted during the registration process. This information (which is maintained in ATS) 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 the information given on their child's Emergency Contact card and through 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 are 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 are 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.

Information in ATS as per the Adult Preferred Language Report (RAPL) is as follows: 489 parents/guardians prefer spoken and written communication in English, 82 in Haitian Creole, 40 in Spanish, 2 in Bengali, 9 in Arabic, 2 in Fulani, 1 in Mandarin, 2 in Chinese and 4 in Urdu. 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 during meetings and workshops. Parents have mentioned that they often are unable to rely on their adult friends for language and interpretation services at school meetings. 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>.

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, seven 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 coaches 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		