



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: P.S. 360
DBN (i.e. 01M001): 10X360
Principal: NANCY RODRIGUEZ LEWIS
Principal Email: NRODRIG2@SCHOOLS.NYC.GOV
Superintendent: MELODIE MASHEL
Network Leader: JORGE IZQUIERDO

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
Nancy Rodriguez Lewis	*Principal or Designee	
Clare Reilly	*UFT Chapter Leader or Designee	
Renee Padmore	*PA/PTA President or Designated Co-President	
Digeda Perez	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	
Denise Scarano	Member/ Teacher/SLT Chairperson	
Lisi Bisono	Member/ Parent	
Laure Sambolin	Member/ Parent	
Rubin Cruz	Member/ Parent	
Christine Napolitano	Member/ Parent	
Nancy Soria	Member/ Parent	
Elizabeth DeJean	Member/ Teacher	
Clara Kaplan	Member/ Teacher	
Michelle Allen	Member/ Teacher	
	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 1. Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 10X360

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05,06	Total Enrollment	501	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	28	# SETSS	4	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	87.7%	% Attendance Rate		92.2%	
% Free Lunch	88.8%	% Reduced Lunch		5.1%	
% Limited English Proficient	13.4%	% Students with Disabilities		17.3%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American		10.6%	
% Hispanic or Latino	83.7%	% Asian or Native Hawaiian/Pacific Islander		1.6%	
% White	3.1%	% Multi-Racial		0.8%	
Personnel (2012-13)					
Years Principal Assigned to School	13.17	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		N/A	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		4.9%	
% Teaching with Fewer Than 3 Years of Experience	12.2%	Average Teacher Absences		5.3	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	14.0%	Mathematics Performance at levels 3 & 4		12.6%	
Science Performance at levels 3 & 4 (4th Grade)	91.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	No
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP				
Describe the strengths of your school's 12-13 SCEP.				
The strength of the P.S. 360 2012-13 SCEP is that all of the Major Recommendations from the SQR for that year were addressed.				
Describe the areas for improvement in your school's 12-13 SCEP.				
The school must show growth in our academic test scores.				
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.				
Some of the barriers and challenges while implementing the P.S. 360 2012-13 SCEP were mostly due to the limited budget allocation.				
Describe the degree to which your school's 12-13 SCEP was successfully implemented.				
We were able to successfully implement the P.S. 360 2012-13 SCEP to the extent our budget allocation allowed.				
Were all the goals within your school's 12-13 SCEP accomplished?			<input checked="" type="checkbox"/>	Yes
If all the goals were not accomplished, provide an explanation.				
Did the identified activities receive the funding necessary to achieve the corresponding goals?			<input type="checkbox"/>	Yes
			<input checked="" type="checkbox"/>	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
1. Some of the anticipated barriers and challenges in developing the P.S. 360 2013-14 SCEP are mostly due to the limited budget allocation. The amount of professional development time available to us is not adequate as compared to our needs.				
2. Lack of an auditorium, a regulation size gym and playground hinder our ability to offer students quality programs in Physical Education and the arts.				
3. An inadequately staffed School Based Support Team does not allow us to deliver the preventative services that would help us reduce our Special Education referrals.				
4. We have yet been able to establish a full time Guidance Counselor for our General Education population of students.				
5. The number of students entering in grades PreK-6 from underdeveloped countries whose achievement gaps are at least two years behind the norm.				
List the 13-14 student academic achievement targets for the identified sub-groups.				
By June, 2014, our students, with a special concentration in Special Education, Hispanic and Black student population will demonstrate academic growth in the area of reading, math, vocabulary and content area language. We project a 3% increase in proficiency in both ELA and Math.				
Describe how the school leader(s) will communicate with school staff and the community.				
Upon registration, parents are required to complete the language preference form. Based upon completion of this form by parents of new entrants, the retention of students in our school, and frequent teacher and staff contacts with parents, we have a very good understanding of the written and oral translation and interpretation needs of our parents.				
We provide translation during all parent/teacher meetings, workshops and events. All parent communications are sent out in English and Spanish.				
We also have in-house staff members who speak Russian and Albanian. The times where the language is other than Spanish, we have contacted appropriate departments and agencies to retain the services of an interpreter. This has been done for parent contact/communication and for students when the need arises.				
Information is disseminated through the Parent Coordinator, Faculty Meetings, SLT Meetings, PA Meetings and other written communication to all constituents of the P.S 360 Community.				
Describe your theory of action at the core of your school's SCEP.				
Our theory of action at the core of P.S. 360 SCEP is that we believe we must work collaboratively to achieve student excellence. We understand that for all students to be productive they must be sustained in an environment that is safe				

and therefore allows risk taking. This environment maintains a deep respect for diversity. For it is in diversity that intelligence, creativity, and curiosity grow and flourish.

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

1. A strong parent-teacher pack
2. A rigorous curriculum
3. Assessments and evaluations that drive instruction
4. Students who are critical thinkers and work independently
5. Staff that continues to grow professionally
6. Parents who are seekers of knowledge
7. Child centered learning environments
8. Strive to meet and maintain standards of excellence through consistent hard work

Describe the strategy for executing your theory of action in your school's SCEP.

The strategies for executing P.S. 360 SCEP theory of action are to establish and maintain clear expectations for students, staff and families. These expectations include but are not limited to; providing our entire staff with the professional development, training, support, and materials necessary for teachers to succeed in educating our students to become productive members of society. P.S. 360 strives to keep parents involved in their child/children's education through open communication around students achievements and needs.

List the key elements and other unique characteristics of your school's SCEP.

Some of the key elements and unique characteristics of the P.S. 360 SCEP are embedded in the comprehensive manner each area has been addressed.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

P.S. 360 is led by the founding principal and continues to have consistency in our school leaders. The staff consists of approximately 90% experienced teachers, most of whom hold multiple teaching degrees and we have a Common Core Fellow on staff. Most of the teachers seek and attend professional development off site and return to share their new knowledge with the rest of the staff. Specialized programming allows for teachers to collaborate and plan instruction during weekly common prep meetings. Administrators conduct frequent teacher observations and provide constructive actionable feedback.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Increase the frequency of research-based formal feedback to all educators that includes analysis of performance data to inform professional development planning aimed at improving student performance

Review Type:	DQR	Year:	2013	Page Number:	4 (4.1)	HEDI Rating:	N/A
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	2.2 School leader's vision	2.3 Systems and structures for school development
X	2.4 School leader's use of resources	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

- **The Principal and Assistant Principal will follow the protocol for the Achieve Teacher Evaluation System.**
- **The Principal and Assistant Principal will develop classroom observation schedule.**

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

- **The Principal and Assistant Principal will develop classroom observation schedule.**
- **The Principal and Assistant Principal will observe teachers formally and informally to monitor the quality of teaching.**
- **The Principal and Assistant Principal will provide feedback to teachers based on the results.**
- **The Coaches will be available to support teachers to improve practice as per the feedback they receive.**
- **The Principal and Assistant Principal will conduct focused walkthroughs and give actionable feedback based on the results.**

1.

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

2. Principal, Assistant Principal and coaches.

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

1. Formal and informal observations using the Advance System of Teacher Evaluation. Written and verbal feedback during meetings with teachers.

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

1. The Principal and Assistant Principal will observe teachers both formally and informally a minimum of three times a year.

2. Observations will take place between October, 2013, and May 2014.

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

1. Copies of "Danielson Framework for Teaching" for all teachers. Use of Teacher guides and student workbooks; Progress Coach, Crosswalk Coach, Rally, and Ready, all of which are aligned to CCLS.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
PF Positive Behavioral Management Programs	PF RTI	PF Supporting Great Teachers & Leaders	

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Continue to refine curricula so that it continues to emphasize rigorous tasks aligned to the Common Core Learning Standards and key State standards to promote student learning.

Review Type:	DQR	Year:	2013	Page Number:	4 (1.1)	HEDI Rating:	N/A
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enact curriculum	X	3.3 Units and lesson plans
3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June, 2014, our teachers will continue to show progress and increased proficiency in incorporating the new ELA (K-2 Core Knowledge 3-6 Expeditionary Learning and Math (K-6 Math in Focus) programs aligning instruction to the CCLS with appropriate ELA and Math Tasks including differentiated instruction for planning Monthly Curriculum Units of Study and lessons in content areas, thereby increasing student learning in the classroom. Student instructional plans will be created based on the results of the Benchmark Assessments, unit projects and portfolios.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

Professional development will be provided in creating lessons with appropriate ELA and Math Tasks which align to the CCLS and include differentiated entry points for students to access lesson information for independent learning and final products. Teachers will use Benchmark Assessments, rubrics for evaluation for student products, use of student data for goal setting, student portfolios, research projects, and review and analysis of all sources of data to inform instruction to meet all student levels.

Professional development will be provided by Amplify and DOE for K-2- Core Knowledge, DOE for 3-6 Expeditionary Learning and Houghton-Mifflin-Harcourt for K-6 Math in Focus. Teachers will be paid per session to attend two Saturday trainings by Amplify

Coaches and consultants will facilitate professional development by assisting teachers to more effectively identify and analyze patterns and trends to inform their instruction.

- 1. AIS services will be provided to students in testing grades as needed to help with student progress and improvement. AIS services are provided on a limited basis, due to budget cuts.**

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

Coaches and consultants will facilitate professional development by assisting teachers to more effectively identify and analyze patterns and trends to inform their instruction. The Assistant Principal will review and provide feedback on Unit Plans.

Teachers will be paid per session to attend two Saturday trainings by Amplify. Per session monies will be allocated for teacher professional development

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

Teachers will use Benchmark Assessments, rubrics for evaluation for student products, use of student data for goal setting, student portfolios, research projects, and review and analysis of all sources of data to inform instruction to meet all student levels.

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

6. Beginning September, 2013, ending June, 2014.

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

1. Grade and program appropriate materials will be provided for teachers and students.
2. Per-diem rate teachers for coverage of classroom teachers attending workshops.
3. Common Prep Periods at least once per week to allow for unit planning.
4. School Based Option time once per week to allow for student work analysis of assigned tasks.
5. Monthly Common Prep Period to meet with Assistant Principal and Coaches.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Continue to strengthen teacher practice to include multiple entry points in order to engage all learners in challenging tasks and high levels of thinking to accelerate learning outcomes for all students.

Review Type:	DQR	Year:	2013	Page Number:	5 (1.2)	HEDI Rating:	N/A
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

- **By June, 2014, our teachers will continue to show progress and increased proficiency in the use of aligning instruction to the CCLS with appropriate ELA and Math Tasks including differentiated instruction for planning Monthly Curriculum Units of Study and lessons in content areas, thereby increasing student learning in the classroom. Student instructional plans will be created based on the results of the Benchmark Assessments, unit projects and portfolios.**

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

Professional development will be provided in creating lessons with appropriate ELA and Math Tasks which align to the CCLS and include differentiated entry points for students to access lesson information for independent learning and final products. Teachers will use Benchmark Assessments, rubrics for evaluation for student products, use of student data for goal setting, student portfolios, research projects, and review and analysis of all sources of data to inform instruction to meet all student levels.

Coaches and consultants will facilitate professional development by assisting teachers to more effectively identify and analyze patterns and trends to inform their instruction.

AIS services will be provided to students in testing grades as needed to help with student progress and improvement. AIS services are provided on a limited basis, due to budget cuts.

After school tutorials will be provided in both ELA and Math

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

Assistant Principal, Coaches, Aussie Consultant, instructional supplies, after school programs, 4 F Status AIS Providers, Data Specialist and Inquiry team.

Teachers will be paid per session to conduct after school tutorials for students in ELA and Math.

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

Using all administered assessments, teachers, coaches, and administration will conduct in-depth examination of student data to develop appropriate academic plans, interventions, to best serve our students. Ongoing assessments will be used to evaluate student growth. Professional development will be provided to teachers based upon surveys and student assessments to further teacher proficiency in aligning instruction to the CCLS.

Midterm: after all mid-year assessments the school will analyze scores to evaluate student growth and areas of need.

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

1. Beginning September, 2013, ending June, 2014

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

Details can be found in Part A Strategies/activities that encompass the needs of identified subgroups.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

School leaders should review current allocation of financial resources and consider hiring a full-time guidance counselor.

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Support and monitor the work of the Guidance Counselor as she provides counseling services to students.
Support and monitor the work of the newly hired School Parent coordinator who will work closely as a liaison between parents and the school.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

6. Monitor roster of students with IEP's requiring counseling services.
Adjust counselor's schedule to accommodate all identified students requiring mandated counseling.
Parent Coordinator will work closely with the guidance counselor and be a liaison between the parents and the school community to maximize impact and effectiveness.
Coaches will conduct parent workshops on CCLS shifts, curriculum and supporting the academic growth of their child(ren). Provide parents with information and engage in discussing and learning the CCLS shifts and be able to use practical ways at home to help their children. Parents will also be provided with CCLS materials in ELA and Math to take home.

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

- Guidance Counselor will service IEP mandated students according to counseling mandates.**
- Guidance Counselor will maintain record of attendance for students serviced.**
- Guidance Counselor and Parent Coordinator will work closely as liaisons between the parents and school community. Educational Para per IEP mandate.)**
- Coaches will conduct parent workshops on CCLS shifts, curriculum and supporting the academic growth of their child(ren).**
- Parents will also be provided with CCLS materials in ELA and Math to take home.**

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

- Monitor IEP counseling mandates regarding additions and/or deletions to counseling mandates.**
- Monitor Guidance Counselors Records of Attendance for each student on mandated roster.**
- Parent Coordinator logs of interactions with parents, agendas and sign in sheets of workshops/activities**

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

- Beginning September, 2013, ending June, 2014.**

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

- Assistant Principal will train and monitor the newly hired Parent Coordinator.**
- The Guidance Counselor will receive support from Administration.**

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core
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	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The Guidance Counselor could provide general counseling services for all parents and information and support for students and parents during the transition to middle school.

Review Type:	SQR	Year:	2012	Page Number:	4	HEDI Rating:	N/A
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	6.2 Welcoming environment	x	6.3 Reciprocal communication
x	6.4 Partnerships and responsibilities	x	6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

- **Guidance Counselor will conduct Parent Workshops around the transition of students to middle school.**
- **Parents will have an understanding of the Common Core standards shifts and new curricula in ELA and Math.**
- **A 5% increase in parent attendance at workshops and usage of library resources.**

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

- **The Guidance Counselor will provide parent workshops around the transition of students to middle school.**
- The Parent Coordinator will conduct workshops for parents in the use of ARIS.
- Purchase laptops and printer for use by parents. Key personnel will be paid per session to conduct parent
- **Coaches will conduct parent workshops on CCLS shifts, curriculum and supporting the academic growth of their child(ren). Provide parents with information and engage in discussing and learning the CCLS shifts and be able to use practical ways at home to help their children.**
- **Provide parents access to a parent library/resource room containing books/magazines, and on various parenting topics and to help them choose appropriate books to read with their child(ren).**

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

- **The Guidance Counselor will support this goal.**
- The Parent Coordinator will conduct workshops for parents in the use of ARIS.
- Computer workshops will be offered to parents.

- Key personnel will be paid per session to conduct computer workshops for parents.
- The Coaches will design monthly workshops in Literacy and Math for parents around the CCLS shifts and parents will walk away with practical plans they can use at home. Follow-up with parents on how they were able to apply what they learned and what supports they require.
- Literature on the CCLS shifts will be sent home to parents.
- The librarian will also conduct workshops weekly, i.e. “Family Friday Library Time” for parents with their children, conduct “Family Reading Nights” four times per year and maintain the Parent Library Resource Room and support parents as needed.

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

1. Sign in sheets for all parent workshops, Family Friday Library Time, Family Reading Nights, and sign in log for use of Parent Library/Resource Room.

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

Beginning September, 2013 and ending by June, 2014:

1.

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

1. The Coaches will conduct monthly workshops will be designed in Literacy and Math for parents around the CCLS shifts and The librarian will also conduct workshops weekly, i.e. “Family Friday Library Time” for parents with their children, conduct “Family Reading Nights” four times per year and maintain the Parent Library Resource Room and support parents as needed. The Guidance Counselor will provide workshops and support to both students and parents.

Budget and Resource Alignment

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

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

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS	PF CTE	X	PF College & Career Readiness	X	PF Common Core
	PF ELT	PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs			PF RTI		PF Supporting Great Teachers & Leaders

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	Service is provided using the Balanced Literacy approach. Small groups and tutorials are based upon children’s needs.	Delivery is provided through small group and individual instruction. New York State Coach English Language Arts materials are used along with other appropriate materials to support academic achievement.	Service is provided in cycles during the school day and after school.
Mathematics	Service is provided in small groups and also on individual basis where appropriate.	Delivery is provided through small group and individual instruction. New York State Coach Mathematics materials are used along with other appropriate materials to support academic achievement.	Service is conducted in cycles during the school day and after school.
Science	Service is provided in small groups. Scott Foresman and Harcourt Brace materials are used along with other appropriate materials, to support academic achievement.	Delivery is provided through small group and individual instruction. Scott Foresman and Harcourt Brace materials are used along with other appropriate materials, to support academic achievement.	Service is conducted in cycles during the school day and after school.
Social Studies	Service is provided in small groups. Scott Foresman and Harcourt Brace materials are used along with other appropriate materials, to support academic achievement.	Delivery is provided in small groups. Scott Foresman and Harcourt Brace materials are used along with other appropriate materials, to support academic achievement.	Service is conducted in cycles during the school day and after school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The Guidance Counselor provides counseling service to individuals and small groups for mandated students.	The Guidance Counselor delivers counseling service to individuals and small groups for mandated students.	The Guidance Counselor is present 3 days per week.

	<p>The School Psychologist provides small group counseling to students at risk and identified by classroom teachers.</p> <p>The Social Worker provides 1:1 and small group sessions to students on her roster. She also provides service to students as needed.</p> <p>The School Nurse provides service to all students as prescribed by 504 Services/IEP Mandates and on an as needed basis. The School Nurse also instructs asthmatic students in grades 3 and 4 using the Open Airways Program.</p>	<p>The School Psychologist delivers small group counseling to students at risk and identified by classroom teachers.</p> <p>The Social Worker delivers 1:1 and small group sessions to students on her roster. She also provides service to students as needed.</p> <p>The School Nurse delivers service to all students as prescribed by 504 Services/IEP Mandates and on an as needed basis. The School Nurse also instructs asthmatic students in grades 3 and 4 using the Open Airways Program.</p>	<p>The School Psychologist is present 3 days per week.</p> <p>The Social Worker is present 2 days per week.</p> <p>The School Nurse is present 5 days per week.</p>
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**Title I Information Page (TIP)
For School Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. 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.

Strategies for recruitment include but are not limited to:

- **Administrator(s) attendance at Job Fairs sponsored by the DOE**
- **College liaison contacts**
- **Professional recommendations by colleagues**

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).

P.S. 360 provides onsite professional development and continually sends staff to various academic training sessions where appropriate.

Staff members then share their learning both formally and informally through full staff meetings, grade meetings and informal conversation and inter visitations and collaboration among teachers.

A professional development summary is created by staff members who attended various academic training sessions and is distributed to all staff.

Professional development is key to the process of increasing staff knowledge which in turn benefits students' progress.

Professional development is provided on chancellors' conference days, monthly Monday Staff Meetings, monthly common preps and individual meetings with teachers where appropriate.

The principal, assistant principal, coaches, teachers, and paraprofessionals attend outside training sessions where appropriate.

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

P.S. 360 provides our STH with the following services: AIS in school, at risk counseling as needed, at least once per year an assembly on self-awareness and bullying.

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.).

Preschool Transition Plans include but are not limited to: early registration with student in attendance, individualized assistance for registration, half-day transition at the beginning of the year, parents are encouraged to participate in transition process and are allowed to escort students to classroom during the beginning of the year, students are maintained in their own classroom, for the first half of the year, ongoing parent workshops to provide support around expectations, curriculum and assessment.

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.

Teachers are provided with ongoing professional development around appropriate curriculum, uses of multiple assessment measures and through analysis of the results, improve instruction for students.

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)**

Parent Involvement Policy (PIP) Template

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

P.S. 360's Parent Involvement Policy

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

To offer a flexible number of meetings at mutually convenient times, and if necessary, and if funds are available, to provide transportation, child care, home visits or other alternate forms of communication for those parents who cannot attend a regular school meeting.

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

To provide parents with timely information about programs via

- meetings (i.e. annual Title I School Wide Programs meeting, Curriculum Night meeting, etc.)
- workshops (monthly or bimonthly)
- parent brochure
- parent bulletin board
- flyers

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

- School Leadership Team
- Parent Involvement Subcommittee

To encourage and actively involve parents in planning, reviewing and improving:

- Title I School Wide Programs
- School Parent Compact
- School Parental Involvement Policy
- School Comprehensive Educational Plan
- Create a welcoming environment for parents to promote parent participation,
 - family room
 - parent lending library
 - parent or staff translators at meetings
 - access to staff via telephone and appointments
 - ongoing and immediate access to school parent coordinator

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

To provide high quality curriculum and instruction.

To provide open communication between parents and staff through:

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

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

- Workshops related to curriculum, student achievement, standards of academic performance, and promotional standards, e.g.
- ESL Meetings

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

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

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

II. Parent Responsibilities

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

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

To work with his/her child on assignments; read with Pre-kindergarten through 1st grade students for 15 to 20 minutes each day;

Assure that grade 2 and 3 students read for 20 to 30 minutes daily and grade 4-6 students read for an hour daily.

To share the responsibility for improved student achievement.

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

To make literacy development a family focus:

- encourage his/her child to write at home for real purposes (e.g., letters to relatives, shopping lists, thank you notes, diaries, special occasion invitations)
- read at home with each child as part of the daily routine, encourage and supervise his/her child's reading of at least twenty five books or book equivalents each year (e.g. books, magazine and newspaper articles).
- utilize local public libraries to expand and enhance his/her child's literacy experiences (e.g., library card, storytelling).

To make math development a family focus:

- increase family awareness of the school's mathematics instructional program (e.g., participate in family math workshops, review math homework) .
- encourage his/her child to use math at home and in daily living to create real math experiences (e.g., playing math games, creating household and shopping budgets, comparative shopping as a math experience).

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

- attend curriculum meetings
- quarterly report cards
- reasonable access to staff
- opportunities to volunteer and participate in their child's class
- participation in school programs, advisory and decision making committees
- schedule observation of classroom activities

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

To supervise and monitor his/her child's:

- television watching
- video game playing
- internet use

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

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

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

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

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

III. Student Responsibilities:

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

**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 10	Borough Bronx	School Number 360
School Name P.S. 360		

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 Nancy Rodriguez Lewis	Assistant Principal Iris Aldea-Pollack
Coach Denise Scarano	Coach Clara Kaplan
ESL Teacher Malikh Ifill - ESL	Guidance Counselor Leena Haber
Teacher/Subject Area Lindsey Grela - ESL	Parent Arielis Fernandez
Teacher/Subject Area Carmen Perez Ortiz - ESL	Parent Coordinator Minerva Rojas Polite
Related Service Provider type here	Other
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
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	1
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	3	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	500	Total number of ELLs	60	ELLs as share of total student population (%)	12.00%
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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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained		1	1	1	1	1	1							6
Push-In	1													1
Total	1	0	0	0	0	0	0	7						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	49	ELL Students with Disabilities	7
SIFE	1	ELLs receiving service 4-6 years	11	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
Dual Language										0
ESL	49	1	4	11	0	3				60
Total	49	1	4	11	0	3	0	0	0	60

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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	5	8	7	9	11	11	8							59
Chinese		1												1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	5	9	7	9	11	11	8	0	0	0	0	0	0	60

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)	5	6	1	3	3	3	4							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)	0	1	3	2	2	1	0							9
Advanced (A)	0	2	3	4	6	7	4							26
Total	5	9	7	9	11	11	8	0	0	0	0	0	0	60

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	1			8
4	9	1			10
5	5				5
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	6		2						8
4	8	1	2						11
5	4	3	1						8
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	1	1	2	0	7				11
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 assessment tools utilized at our school to assess early literacy skills is the DRA. The DRA scores for our ELLs in grades 1-3 are as follows: The 12 first grade students in the 1st/2nd grade bridge class, did not meet the promotional criteria for the fall DRA. Their levels ranged from Level A to Level 6. Similarly, the 11 ELLs in the second grade did not meet the promotional criteria for the fall DRA. Their levels ranged from Level A and 1 (for newcomers) to Level 10 (for Intermediate and Advanced students). The data gained from these assessments provides teachers with a good idea of how well ELL students are developing English language skills. Teachers use students' strengths to build on their areas of deficit. Guided reading groups are formed based on this data, as well as plans for small-group instruction. DRA information is used in the same fashion for our ELLs in third grade. The three advanced students and two of the intermediate students in the third grade met promotional criteria on the fall DRA. The remaining 8 Intermediate students and 2 Beginner students did not meet promotional criteria. The third grade students will be placed in small reading groups according to this information, and with students who have similar needs. Overall, the DRA scores for the school's lower grades indicates that there needs to be a high emphasis on reading instruction this school year. Teachers will be working on building vocabulary, strengthening comprehension, and fostering an appreciation for reading.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Since the start of the 2013-2014 school year, 35 newly admitted students have been given the LAB-R. Of those 35 students, 11 were identified as ELLs. These 11 students are all at the beginner level, with two students able to answer only a few questions in English. The 2013 NYSESLAT results show that out of 60 English language learners, 26 students, or 43%, scored as Advanced, narrowing the gap between Beginning and Intermediate students and Advanced. There are 11 Beginners - 1 in kindergarten, 2 in first grade, 1 in third grade, 1 in fourth grade, 2 in fifth grade and 4 in sixth grade. There are 9 Intermediate students - 1 in first grade, 3 in second grade, 2 in third grade, 2 in fourth grade, and 1 in fifth grade. There are 26 advanced students - 2 in first grade, 3 in second grade, 4 in third grade, 6 in fourth grade, 7 in fifth grade, and 4 in sixth grade. Overall, the students performed better in the Listening and Speaking modalities, than in Reading and Writing.
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](#))

The focus of ESL teachers and support staff will be on raising the Reading and Writing scores of the students in all proficiencies with more professional development and workshops focusing on differentiated instruction for our ELL students. In addition, the speaking and listening abilities of Beginners and Intermediates will be monitored and fostered through activities in vocabulary building, oral presentations, selective listening, and other language building lessons. Our Freestanding ESL program will also be adjusted to meet the needs of students in order to further develop these skills.

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?

4. Freestanding ESL program

a. (1) The 2013 NYSESLAT indicates the following: 3 students in grades K-2 and 7 students in grades 3-5 scored proficient. The largest group of students represented were students who did not pass but moved up a proficiency level or two. Twenty three students were in this category: 1 in first grade, 6 in second grade, 5 in third grade, 4 in fourth grade, 4 in fifth grade and 3 in sixth grade. These students have been identified by the ESL teachers and plans for modified instruction are being implemented by these teachers and support staff in order to help them make successful gains this year.

a. (2) Some ELL students who have only been in the country for a year or less are able to take some State Tests, such as the Math test, in their native language. After analyzing the Math scores of our students, we can conclude that students taking the test in English are faring almost the same as students taking the test in their native language. In grades 3-5, we saw that the majority of ELL students scored in the same range as the rest of the school: Level 2. Students who took the test in English and scored Level 2 are either at the Intermediate or Advanced level as per the NYSESLAT. Students who took the test in their native language and scored Level 2 were non-SIFE ELLs

who entered the school with high levels of literacy in Spanish. Their proficiency levels on the NYSESLAT range from Beginner to Advanced. Students who took the test in English and scored Level 3 or 4 are all at the Advanced level of English proficiency. A fifth grade student who took the Math test in his native language also scored at Level 3; his proficiency level on the NYSESLAT is Intermediate. We had ten ELLs in grades 3-5 who scored Level 1. Four students took the test in English: two third graders who are hold-overs this school year, one fourth grader who was in a self-contained special education class, and one fifth grader who has been recommended for District 75 placement. The remaining six students took the test in their native language, and all six have been identified as SIFE students. These students had some reading skills in the native language, but were not on grade-level in terms of math content.

b. The progress of ELLs will be monitored throughout the year using various assessment tools, including the ELL Periodic Assessment. This assessment, given in English only, provides ELLs with questions similar to the NYSESLAT. The results of these assessments are used in a way similar to that of past NYSESLAT results: we look to see what modalities and what part of the modality are giving the students trouble. From there, we can modify instruction to address these specific skills.

c. The results from the Periodic Assessments correlate with the results that we see on the NYSESLAT: students are performing better on the Listening section than in the Reading and Writing sections.

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](#).)

After initial assessments, and acquiring the educational history from parents, students are then placed in groups with a plan for systematic academic instruction based on the assessment information. Strengthening classroom instruction is key to supporting English language learners who are at risk or who are experiencing difficulties. Student progress is monitored and is used to make educational decisions about changes in goals, instruction, and/or services.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Classwork and homework is routinely differentiated to accommodate the needs of English language learners, particularly those in the Beginning and Intermediate levels of language acquisition. There is a plan for gathering information through informal and formal assessments. These assessments are analyzed at regular intervals when setting benchmarks and interpreting progress.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate success in our ELL programs by monitoring student improvement on informal and formal assessments, such as DRA, baseline writing, state tests, and the NYSESLAT. Specifically, with the NYSESLAT, we take note of the students who moved to a higher proficiency level, those who stayed at the same proficiency level, and those who went down a proficiency level. For the students who improved a level or two, we not only analyze the students' strengths, but also the strategies that were used during the year to build that proficiency. We make sure to continue using those strategies and activities in the next year to promote success for all students. We also analyze the scores of the students who stayed at the same level or went down a level so we know what modalities to target in the next year. In addition, we discuss any reasons that could account for the students' performance and make efforts to address them.

Part IV: ELL Identification Process

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

- 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](#).)

The parents of students who are newly enrolled in the New York City school system are required to complete a Home Language Identification Survey (HLIS). This survey is used to identify students who may have limited English proficiency. In addition to the HLIS, oral interviews, in both English and the native language, are administered. Both the HLIS and oral interviews are conducted by the certified ESL teacher, Ms. Natalie Bergen, and the bilingual assistant principal, Ms. Iris Aldea-Pollack. If the survey indicates that a language other than English is used in the home, then the ESL teacher administers the revised Language Assessment Battery (LAB-R) to the student within ten (10) days of registration. The LAB-R is used to determine placement. The results of the exam indicate whether students are entitled to bilingual or ESL programs and services. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB-R, by the assistant principal, to determine language dominance.

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.

Parents of students who are identified as entitled are sent entitlement letters informing them and inviting them to participate in a parent orientation session and/or individual meetings with the ESL coordinator, Ms. Natalie Bergen, or the assistant principal, Ms. Iris Aldea-Pollack. The orientation sessions are given in English and in Spanish. If another language is required, arrangements are made through the Translation and Interpretation office. During these sessions, parents are shown the orientation video in their home language and informed of the different types of programs and services available for their children; Transitional Bilingual Programs, Dual Language Programs, and English as a Second Language programs are explained in detail. Upon learning about the three different programs, parents are required to complete a Parent Survey to verify their participation in the session and a Program Selection form to indicate their program preference. These written forms are printed in English and in the native language. We would use the following outreach plan should and if we had to inform a parent who had previously expressed interest in a TBE/DL program that the program was now available: A list is kept on file of parents who were interested in a program other than the Freestanding ESL program currently available at our school. If a TBE/DL program was to become available at our site, parents on this list would be called and a letter would be sent home informing them to come to the school for a meeting. At the meeting, we would explain the new program and give the parents an opportunity to request that their child be moved to it.

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 [\[see tool kit\]](#).)

All parent notification letters and program selection forms are maintained and filed in the ESL coordinator's classroom. The Parent Coordinator, as well as other designated school personnel, are able to access these forms and checklists throughout the year. Careful record keeping and organization ensures that notification letters are distributed on time and Parent Survey and Program Selection forms are returned. If a parent does not participate in the parent orientation session, we continually follow-up and invite him or her to meet with the ESL coordinator and/or assistant principal individually.

4. 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.

Completed program selection forms are carefully reviewed by the assistant principal and the ESL coordinator. Every effort is made to honor the programs selected by the parents. If 15 or more parents of students in two contiguous grades choose a bilingual program, the school would form such program. If there aren't enough students to form a bilingual class, parents are informed that they can opt for another school in the district that offers a bilingual program. They are also informed that if they decline the transfer option, their child will participate in the ESL program offered at the school. All correspondence and interaction with parents is conducted in their native language.

5. 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.

In the spring, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. The ESL Coordinator uses the RLER report from ATS to generate a list of students eligible for NYSESLAT testing. A NYSESLAT testing schedule is then created for students in all grades. Students absent on a scheduled testing day are tracked and arrangements are made for them to take the test at another time. After a student has completed a component of the test, it is recorded on a checklist designed by the ESL coordinator to ensure that all four components are administered to each student. The results of this exam are communicated to parents in English and in their native language.

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 parents of LEP students who were newly admitted during the 2011-2012 school year chose a Freestanding ESL program as their program of choice. In an effort to align the school programs with parental choice, that year the school provided three self-contained ESL classes: a first grade class, a second grade class, and a fourth/fifth grade bridge class. The school also offered a freestanding ESL program which provided push-in and pull-out services for all other general and special education students. This trend continued with the parents of the # LEP students newly admitted during the 2012-2013 school year. As a result, that year we provided two self-contained ESL classes in the first/second, and fifth/sixth grades, and continued to provide a push-in and pull-out program for all other grades. This year, the parents of the # newly admitted LEP students also chose a freestanding ESL program as their preference. Once again, we provide self-contained ESL classes in the # grades as well as a push-in and pull-out program for all other grades.

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])?

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

a. The organizational model of our ESL program includes self-contained classrooms. Our self-contained classrooms are bridge classes at the first/second, third/fourth, and fifth/sixth grade levels, and are taught by teachers certified in both ESL and common branches. ELLs in these grades are grouped together in an ESL class, and stay together for the entire school day and for all content instruction. The teachers use ESL strategies to provide the core content that is taught in mainstream classrooms. Five kindergarten student who are not in a self-contained ESL classroom are currently serviced by the Assistant Principal until the expected certification of a kindergarten teacher in December, 2013.

b. Our program models for the self-contained classrooms are heterogeneous, meaning that the students in the classroom are at mixed proficiency levels.

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)?

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

3. 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.

The ESL program is aligned with English language arts, content learning standards, and the core curriculum to provide continuity of rigorous instruction. In our self-contained classrooms, language arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies, while Native language support is provided through various forms of literature, visuals, and audio programs. Our pull-out teacher implements the same strategies, and works closely with classroom teachers to deliver literacy instruction and make content comprehensible for ELLs. Content is made comprehensible for students through the use of visuals, Total Physical Response (TPR), songs, poems, realia, Readers Theater, small-group instruction, contextualized instruction, and other methods and materials.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
If students are entitled to services and their home language is Spanish, they are administered the Spanish LAB-R and DRA upon arrival. They are also tested in basic math computation skills and word problems. Based on these results, we are able to place the students appropriately.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Paste response to question here:
6. How do you differentiate instruction for 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).

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

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

b. A buddy system is also created for newcomers. Classroom teachers receive professional development and one-on-one help from the ESL teacher on how to welcome newcomers and involve them in classroom activities in a variety of ways that, in the beginning, do not require language. Newcomers are also given intensive support in their ESL groups to develop basic English language and phonics skills, reading comprehension, and math facts. In order to prepare these students for state testing after one year, students in newcomer groups are exposed to sample test questions and assessments to familiarize them with the format. In addition, instruction for newcomers is aligned with state ELA, math, and content standards.

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

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

e. ELLs who reach proficiency on the NYSESLAT will receive continuing transitional support for the next two years. The classroom teacher will provide various and differentiated instructional approaches in the classroom. ELLs who passed the 2013 NYSESLAT will continue to receive extended time on state exams for the next two years. They will be offered continual support as their skills in English are strengthened.

7. 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?

Students in self-contained special education classes participate in the same curriculum as students in the general education classes. Grade-level texts and materials are adapted and modified as needed in order for all students to access the content. For example, key vocabulary and concepts are highlighted and front-loaded in the beginning of units so that students are prepared when they encounter them in their work. In addition, assessments for special education ELL students are formulated according to their language proficiency and IEP goals.

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?

We have 7 advanced level ELLs in a fifth grade self-contained special education class. They are taught the same curriculum as the general education fifth graders. The ESL teacher pushes into the classroom to deliver instruction that meets the needs of the SWDs. In collaboration with the special education teacher, they develop methods for working with the students that enable them to cover the necessary content, foster language development, and prepare the students for assessments.

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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	

	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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.

Targeted Intervention Programs

-The targeted intervention programs for ELLs in ELA/Social Studies are as follows: In all classrooms, small group instruction is the main intervention used for students struggling in ELA. In ESL self-contained classrooms, all sub-groups are targeted and small groups are formed according to proficiency level. Teachers of ELLs in non-self-contained classrooms are informed of the proficiency level of their ELLs. The teachers then form small groups using this information by placing ELLs with non-ELLs who have similar needs. Small group instruction for ELA takes place during literacy centers and/or independent reading time. The focus of these programs depend on the grade and proficiency level of the students. Interventions used include phonics development, word work, guided reading using leveled readers, strategies for reading comprehension, vocabulary and writing development, and exposure to non-fiction texts. Outside the classroom, we also have AIS teachers who work with 3rd to 6th grade ELLs in all subgroups. AIS teachers focus on guided reading, vocabulary development, and test taking skills. In addition, our Reading teacher also provides intervention services to ELLs in 5th and 6th grade who are at the Beginner and Intermediate level. She incorporates Fountas and Pinnell fiction and non-fiction leveled readers and periodicals into her program. All interventions in ELA/Social Studies are conducted in English with Native language support as needed.

-Targeted intervention programs for ELLs struggling in Math/Science are as follows: In all classrooms, small group instruction is the main intervention used for students struggling in Math. In ESL self-contained classrooms, all sub-groups are targeted and small groups are formed according to proficiency level. Teachers of ELLs in non-self-contained classrooms form small-groups for Math by placing ELLs with non-ELLs who have similar needs. Small group instruction for Math takes place during Math Centers and the Math Games period. Interventions focus on reinforcing what is being taught in the Unit using manipulatives, visuals, charts, and other hands-on activities and experiments. Outside the classroom, we also have AIS teachers who work with 3rd and 6th grade ELLs in all subgroups. AIS teachers focus on basic math skills, word problem comprehension, and test taking skills. In addition, the fifth graders in our 4th-5th grade ESL self-contained class receive Math instruction from our Math Coach in a separate location. She provides her own intervention services for them by sending home Math reference books in Spanish so that parents can aid the children in their learning. She also sends the students home with translated homework sheets. During the year, first-year students (newcomers) are given copies of the Units in both English and Spanish to support the development of their content knowledge. ELLs in grades K-2 participate in our Cookshop program with the rest of their class. This is a science rich program that incorporates vocabulary development and the five senses through inquiry based activities. All intervention in Math/Science are conducted in English with Native language support as needed.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

11. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here:

12. What programs/services for ELLs will be discontinued and why?

Paste response to question here:

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

a. ELLs in the building are provided with many opportunities to participate in after school programs and supplemental activities. Our school programs include the extended day tutorial program (30+), the drama program, and the softball team. Groups for the 30+ program are formed with our ELLs in mind. Each teacher is assigned a group of students to work with at the end of the school day for 37 1/2 minutes. All ELLs are given the opportunity to participate in this program. They are grouped together and with other general education students based on their English language proficiency. We also created an extended day group specifically for newcomers. Our ESL teacher works with these students. The Drama program is an extracurricular program designed for ELLs. All ELLs are invited to join the program and, with parent permission, many of our ELLs do participate. In addition, our ELLs, along with general education students, are invited to try-out for our softball team.

b. Our extended day (30+) program is offered to all ELLs in order to provide them with additional instructional time. The program occurs at the end of the school day for 37 1/2 additional minutes. It covers all content areas and runs from September to June. For the first semester, the program focuses on ELA and Social Studies. The second semester focuses on Math and Science. Our newcomer group participates in activities designed specifically for English language acquisition. Our drama program is funded through Title III. The program meets after school for one hour per day, three days per week. The drama program puts on two performances each year. The students read scenarios and plays, write dialogue, listen for directions and cues, and role play. This program addresses the four modalities of listening, speaking, reading and writing. The language of instruction is English and the drama program is run by a certified ESL teacher and a general education teacher.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Students in ESL classes have a variety of resources available for instruction. Bilingual and native language books are purchased for our school and classroom libraries. Quality language materials, books, audio systems, and other teacher resources are purchased from specialized vendors such as Hampton-Brown, Santillana USA, Delta Systems, and Attanasio & Associates. Every classroom has multiple computers and teachers have access to our 2 laptop carts, in addition to the computers in the library and computer lab. ELL students are provided with opportunities to use language focused websites, such as www.starfall.com, in order to support their learning. The following programs and software have been purchased and are made available to all teachers of ELLs: Rosetta Stone, Math Missions (K-6), Word Munchers (K-6), Clifford's Reading (K-2), Reader Rabbit (K-2), Reading for Meaning (3-6), and Mighty Math (3-6). All of our self-contained ESL classrooms have been equipped with interactive white boards, and our ESL pull-out teacher has access to a white board regularly.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is delivered in our ESL program through the use of literature, bilingual and picture dictionaries, visuals, and audio programs.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
The services we provide, and the materials that we use, help to further develop the English language acquisition and academic development of our ELLs. All services and materials are age and grade level appropriate.
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.
We do not offer activities to assist newly enrolled ELL students before the beginning of the school year because students are not identified until September.
18. What language electives are offered to ELLs?
Paste response to question here:
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

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.

1. Our teachers, speech therapist, and psychologist are offered professional development focusing on how to differentiate instruction to meet the needs of ELLs and the use of scaffolding strategies to support student participation in content areas. These PD sessions take place at monthly faculty meetings and during other common meeting times. The sessions are run by our school's Assistant Principal, a certified and former ESL teacher, and our ESL coordinator. Educational assistants (paraprofessionals) are provided with professional development right alongside the teachers they work with. Teachers are also provided with one weekly common prep period for collaborative planning. ESL teachers learn how to facilitate language acquisition in the various proficiency levels: SIFE, LTELLs, beginner, intermediate and advanced. We do not have a full-time occupational or physical therapist, and these part-time professionals receive PD at a different site.

2

3. We do not have a guidance counselor for the ELL and non-ELL student population. In addition, it is important to note that our school is a Pre-K-6 school. Our sixth grade students, both ELL and non-ELL, participate in a departmentalized program in order to better prepare them for middle school. They also take part in sixth grade forums, which are run by our Assistant Principal, a former ESL teacher, on a monthly basis. These forums address middle school choices and concerns, and senior activities. Our ESL teacher also holds monthly lunches with her sixth grade students in order to provide advisement and an opportunity to discuss middle school choices.

4. For the current school year, we do not have any new general education or special education teachers. All staff members have received the minimum 7.5 hours of ELL training as per Jose P. We would like to note that ongoing professional learning about ELLs is included at all of our Professional Development sessions, during common prep times, and as needed throughout the year. All sign-in sheets, agendas, and minutes for meetings concerning ELL professional development are maintained by the Assistant Principal.

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?
 1. The school promotes parent involvement by providing parent workshops to inform them of the literacy and math skills their children are required to demonstrate in order to succeed in school. These workshops are conducted in English and in Spanish. Many parents attend these workshops, including parents of ELLs. Teachers also meet with parents and communicate with them on a regular basis. If necessary, we have many translators available within the school to aid in communication. Another popular activity is our family literacy program which is held in the library every Friday from 3:00 p.m. to 4:00 p.m.
 2. No, we do not currently partner with other agencies or Community Based Organizations.
 3. Our school has an active parent coordinator who communicates with parents regularly to answer any questions or address any concerns. She publishes monthly calendars to keep parents informed of school wide events. If translation services are needed, she makes the necessary arrangements. The parent coordinator meets with parents to help them gain access to ARIS. In addition, five computers are set aside in the parent room for their use. We evaluate the needs of parents during the intake process by surveying them on their preference of language for all oral and written communication. This information is also monitored on the students' blue cards. The Parent Coordinator conducts individual surveys to assess parent interest in various workshops. Further, the PTA distributes their own surveys to best meet parent needs.
 4. Our activities are designed to help parents stay informed of their child's academic performance and learn ways that they can help at home. Through our workshops, family literacy program, and meetings with teachers and the parent coordinator, we are promoting family involvement and also addressing the parents' need to understand what is expected from their child so that he or she can succeed.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: P.S. 360

School DBN: 10X360

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy Rodriguez Lewis	Principal		1/1/01
Iris Aldea Pollack	Assistant Principal		1/1/01
Minerva Rojas Polite	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
Lindsey Grela	Teacher/Subject Area		1/1/01
Malikh Ifill	Teacher/Subject Area		1/1/01
Denise Scarano	Coach		1/1/01
Clara Kaplan	Coach		1/1/01
Leena Haber	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Carmen Perez Ortiz	Other <u>ESL</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 5 Network: 511

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

Part A: Needs Assessment Findings

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

When parents register their children, they are required to complete the language preference form. The language preference form indicates which language the parent wishes to communicate in orally and in writing. The language preferences are entered into ATS. This information is used to provide school staff with the written and oral translation and interpretation needs of the parents. We provide translation during all parent/teacher meetings, workshops and events. All parent communications are sent out in English and Spanish. We also have in-house staff members who speak Russian, Albanian and Arabic. If the language is other than Spanish, we have contacted appropriate departments and agencies to retain the services of an interpreter. This has been done for parent contact/communication and for students when the need arises.

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

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

Part B: Strategies and Activities

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

P.S. 360 communicates with parents in both English and Spanish. Written communication can also be translated by in-house school staff in Spanish, Albanian, Russian and Arabic.
When necessary we utilize the services of the DOE Translation Dept. and in house by school staff. We provide in-house translation during all parent/teacher meetings, workshops, and other events. All parent communication is sent out in English and Spanish.

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

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

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

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

Letters in English and Spanish are sent to parents and flyers are also sent and posted throughout the building stating that if a parent needs translation services, all they need to do is contact a staff member. The Adult Preferred Language Report is used to determine if the translation services of the DOE Translation Department are required.

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: P.S. 360	DBN: 10X360
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:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" 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: <u>2</u>
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: An after-school drama program meets for one hour per day, from 3:30 to 4:30 p.m., on Tuesday, Wednesday and Thursday of each week, from November 13, 2012 to June 13, 2012. The drama program puts on two performances each year.

Rationale for the drama program:

Students receive direct instruction on reading scenarios and plays and writing dialogue. Students listen for directions and for cues, and they role play. Reading and writing skills are challenges for many English language learners (ELLs), and some of our ELLs require practice to develop listening skills. This program addresses the four modalities of listening, speaking, reading and writing with particular emphasis on listening and reading. Twenty five English language learners in grades three through six are members of the drama program. The language of instruction is English, and the English language learners who participate in the program are serviced by a certified ESL teacher.

Materials:

Readers Theatre; writing journals; professional children's plays, scripts, writing supplies, props, costumes, and art supplies.

Part C: Professional Development

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

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

Begin description here: The Assistant Principal, who was previously an ESL teacher and coordinator, provides professional development for all teachers who instruct ELLs during the after school program at no cost to Title III. The ESL teacher in the after school drama club receives weekly mentoring and professional development to build strategies that are effective for second language learners. The teachers also learn ESL methodologies that are effective with long term English language learners and

Part C: Professional Development

how their students can use skills and strategies appropriate to their level of English proficiency to read, gather, view, listen to, organize, discuss and interpret information.

Teachers to receive training:

1 Standalone ESL teacher/ESL coordinator

3 ESL classroom teachers

22 classroom teachers

Schedule and duration:

Standalone ESL teacher/ESL coordinator - Monthly CFN network meetings - September, 2012 through June, 2013 and monthly ESL meetings at PS 360 from October, 2012 through June, 2013; and monthly staff meetings from September, 2012 to June 2013.

3 ESL classroom teachers - Monthly ESL meetings at PS 360 from October, 2012 through June, 2013; and monthly staff meetings from September, 2012 to June 2013.

22 classroom teachers - Monthly staff meetings from September, 2012 to June 2013 and Citywide PD days in September, November and June of the 2012-2013 schoolyear.

Topics to be covered:

Topics for the monthly network meetings are determined by Michelle Robles, the Director of Student Services at CFN 511/521, and an agenda is distributed monthly via e-mail. Available upon request.

This year we continue to focus the monthly ESL meeting for ESL classroom teachers on the Common Core Learning Standards as they apply to ELLs across the content areas. As part of this work, teachers share their student work and design rubrics to align the progress of ELLs with the new standards. This PD is provided by the Assistant Principal, Iris Aldea-Pollack and Natalie Bergen, the ESL teacher.

The focus for the 22 classroom teachers and the 3 ESL teachers has also taken place around the Common Core Standards with a particular focus on designing performance tasks and math models. We use the monthly unit plans as a vehicle for this work. Teachers design rubrics for the tasks/models and use student work to assess student performance as well as the success of the tasks. The tasks are

Part C: Professional Development

always modified and differentiated to meet the needs of ELLs. This PD is provided by the Principal, Nancy Rodriguez Lewis, the Assistant Principal, Iris Aldea-Pollack, the literacy coach, Denise Scarano, the math coach, Clara Kaplan, and the reading teacher, Manuela Sierra.

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:

Ten hours of parent workshops are planned for the parents of ELLs. There will be one two-hour workshop each month from January to May, 2012. Parents will be engaged in activities designed to promote literacy and mathematics at home. Parents will be introduced to the math and literacy skills their children need to know and learn and they will be informed of the math and literacy standards. Parents will learn activities that promote listening skills and how reading, talking and playing can help their children succeed in school. The workshops will be provided by the math and literacy coaches and the assistant principal. They will be conducted in English and Spanish and parents of English language learners in all grades will be eligible to attend. They will be held during the evening hours to make them convenient for parents to attend.

The following are planned parent workshop dates and topics:

November, 2012 - Math - Facilitator Clara Kaplan, bilingual provider - self translated

November, 2012 - Literacy - Facilitator, Denise Scarano, translator - parent coordinator

December, 2012 - Math - Facilitator Clara Kaplan, bilingual provider - self translated

December, 2012 - Literacy - Facilitator Denise Scarano, translator - parent coordinator

January, 2013 - Literacy - Facilitator Denise Scarano, translator - Carmen Vargas

January, 2013 - Math - Facilitator Clara Kaplan, bilingual provider - self translated

February, 2013 - Literacy - Facilitator Denise Scarano, translator - Carmen Vargas

Part D: Parental Engagement Activities

March, 2013 - Math - Facilitator Clara Kaplan, bilingual provider - self translated

March, 2013 - Target Family Reading Night - Facilitator Elizabeth DeJean, translator Lissy Bisono

May, 2013 - Math - Facilitator Clara Kaplan, bilingual provider - self translated

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		

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.
(Object Code 199)		
Travel		
Other		
TOTAL		