

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

School Name:

Principal:

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Early Childhood School Number (DBN): 22K361
School Type: _____ Grades Served: PreK-2
School Address: 3109 Newkirk Ave
Phone Number: 718-856-0600 Fax: 718-856-0300
School Contact Person: Juliza Colon Email Address: JColon5@schools.nyc.gov
Principal: Tiffany Frazier
UFT Chapter Leader: Jeanne O'Connor
Parents' Association President: Jeanette Cruz
SLT Chairperson: Cynthia Cheung
Student Representative(s): _____

District Information

District: 22 Superintendent: Juliana Bove
Superintendent's Office Address: _____
Superintendent's Email Address: _____
Phone Number: _____ Fax: _____

Cluster and Network Information

Cluster Number: 602 Cluster Leader: Jose Ruiz
Network Number: _____ Network Leader: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tiffany Frazier	*Principal or Designee	
Jeanne O'Connor	*UFT Chapter Leader or Designee	
Jeanette Cruz	*PA/PTA President or Designated Co-President	
Juliza Colon	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Phyllis Woods	Member/ Assistant Principal	
Cynthia Cheung	Member/ Staff Member	
Shirley Carty	Member/ Parent	
Jennifer Knight	Member/ Parent	
Keithel Knight-Gopaul	Member/ Parent	
Rachel Davis	Member/Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- 4 Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- 5 School strengths, accomplishments, and challenges.
- 6 The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Public School 361 is located in the Flatbush section of Brooklyn, New York. This pre-kindergarten through grade 2 school serves a population of approximately 600 students from culturally diverse backgrounds.

Our mini-building is the home to our two half day pre-k programs and our eight kindergarten classes. The main building is home to our nine first grade and eight second grade classes.

Literacy:

Strategies for improving instruction and student performance in English Language Arts will include the implementation of Balanced Literacy through the Teacher's College Reading and Writing Project. Teacher's College staff developer's offer professional development throughout the school year to support our teachers. All of our classrooms have leveled libraries to meet the needs of every scholar in the classroom.

Mathematics:

Teachers at PS 361 created their own math units of study that are aligned to the Common Core Learning Standards. The teachers also used Envisions and EngageNY as resources when creating the units. All units include lessons that will meet the various needs of the classroom. During independent practice students are engaged in learning tasks that promotes student thinking and learning.

Character Education:

At PS 361 our Core Values is at the heart of everything that we do at the school. Once a month a core value is highlighted through the book of the month, songs, conversations, writings and monthly assemblies. It is our hope that as we exemplify the core values through our words and actions we are on our way to become productive citizens. Our core values include: Courage, Loyalty, Justice, Respect, Hope, Honesty, Responsibility and Love.

Mission Statement

PS 361 will educate each scholar by providing a positive, challenging and enriched learning environment that enables each student to become a lifelong learner and compassionate individuals who care about themselves and others.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the results of the F&P reading levels of the incoming class of 2014-2015 school year, over 60% of our students were not reading at grade level.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 75% of all K-2 students will be reading on grade level or higher based on the Fountas and Pinnell Benchmark Assessment System.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
1. Teachers receive monthly staff development from coaches coming from Teachers College.	K-2 Teacher	October 2014- June 2015	Lakisha Conyers Instructional Coach Tiffany Frazier Principal
2. Foundations Implementation during small group instruction during reading workshop	Special Ed ELL teachers	October 2014-June 2015	Phyllis Woods
3. Families as Learning Partners, Tuesday meetings,	K-2 teachers	September 2014-June 2015	All Staff
7 Teacher teams will meet during their common planning time to create curriculum maps, unit	K-2 Teachers Speciality Teachers	September 2014-June 2015	All Staff

plans, and performance assessments based on CCLS and student work.			
4. School Leaders will meet with teacher teams at least once per month during common planning periods.			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Implementing the Reader’s Workshop following the Teacher’s College curriculum students will read texts on their level. Teachers will also have access to the school book room which contains text sets of books on levels A- Q. These levels meet the needs of our students. All students receive uninterrupted independent reading from 15-25 minutes on a daily basis

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Teachers will conduct a formal F&P Assessment of every student in their class by March 16, 2015

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
Teachers decided it was best to offer the most up to date reading level of each student before meeting with parents on Open School Night: March 19, 2015.					

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound. By June 2015, there will be a 30% decrease in Level 3 and 4 infractions
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Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Teachers will identify the students who are in most crisis and find additional ways to connect with their students through morning meeting conversations, character education lessons, lunchtime with the teacher, playing games or conversations with administration and additional staff members.	All Students	September 2014- June 2015	All Staff
Character Education Lessons inspired by the Heartwood Curriculum with Monthly Assemblies	All Students	September 2014-June 2015	All Staff
Students who are at risk also receive group counseling with the school guidance counselor to promote self-esteem and social skills	Selected Students	September 2014-June 2015	Audra Rice, Guidance Counselor
Marquis Studio	K-2 students	November 2014-June 2015	T. Frazier, Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 10. Specify a timeframe for mid-point progress monitoring activities.

Ms. Rice, guidance counselor will produce a report of the number of incidents at our March faculty conference

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Ms. Rice will present at our March faculty conference.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			
TC Staff development days in the school	K-2 teachers, coach, ais provider,	September 2014-June 2015	L. Conyers, Instructional Coach
Weekly Professional Learning Communities on Monday, facilitated by staff members	All staff	September 2014-June 2015	T. Frazier, Principal P. Woods, Assistant Principal
Inquiry on Tuesdays: analyzing student writing	K-2 teachers	October 2014-June 2015	Staff member
Inquiry on Tuesdays: analyzing trends and patterns with attendance and lateness	K-2 students	October 2014-June 2015	Speciality teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule

adjustments, etc.

Staff members use Monday and Tuesday's extended day to become a true Professional Learning Community.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

Teachers will complete a survey on how the TC staff development days as well as the PLC are best meeting their needs.

Part 6b. Complete in February 2015.

- | | | | | |
|--|--|-----|---|----|
| 21. Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | X | No |
| 22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Staff members will complete survey in March 2015 so adjustments can be made for the final term of the 2015 school year.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

After examining the data from ADVANCE and noticing that our students weren’t progressing to meet grade level standards it was noted that teachers needed to utilize on the spot assessment to address the immediate needs of their students

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will show marked improvement in Danielson 3D- Assessment in Instruction.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
1. Timely and actionable feedback to teachers with another observation to follow in two weeks	Classroom Teachers, Support Teachers, Speciality Teachers	October 2014-June 2015	Administration
Tailored Monday Professional Learning Community sessions as it pertains to assessment. Immediate feedback to teachers following an informal or formal	Classroom Teachers, Support Teachers, Speciality Teachers	October 2014-June 2015	Administration, Instructional Coach, IEP Teacher

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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Administration creates a calendar of observations, many which both parties observe the teacher.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

March 2015, along with Advance Talent Coach the Instructional Team will examine the data as it pertains to assessment in instruction and set up interclass visits for best practices.

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

March of 2015 is our established benchmark where we will continue to revise our pd calendar to best meet the needs of our teachers to help them grow professionally.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

While recognizing the importance of parent involvement in student development along with the implementation of the CCLS the SLT determined that an increase in parent involvement would be a school wide goal

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, each student’s family will be in attendance of at least two school sponsored events: Parents as Learning Partners, Publishing Parties, Parent-Teacher Conferences, PTA meetings, school concerts, book fairs, Tuesday afternoon meetings with teachers.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Family as Learning Partners: The first Friday of every other month parents are invited into their child’s classroom to participate in the lesson. After the visit parents are invited to stay for breakfast to participate in workshops and or informal conversations with the administration and staff members.	Parents of K-2 students	September 2014-June 2015	Teachers’s Parent Coordinator
Monthly Newsletters: Parents are informed of curriculum and what his/her child is learning in class. Parents are also kept inform of upcoming events and how they can assist his/her child at home.			
Tuesday: The first 45 minutes of every Tuesday is dedicated to our parents. Teachers use this time to meet and or call parents to keep them informed of his/her childs progress.			

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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

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Part 6b. Complete in **February 2015.**

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Students not meeting benchmark in October, December, February March and May	Guided Reading Repeated Reading	Small Group	During the day
Mathematics	Students not scoring level 3 on mid-assessment and end of unit assessment	Strategy Lessons	Small Group	During the day
Science	Students not scoring level 3 on end of unit assessment	Re-teach of lessons Supplemental homework	Small group Individual	During the day After school
Social Studies	Students not scoring level 3 on end of unit assessment	Re-teach of lessons Supplemental homework	Small group Individual	During the day After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	RTI team reviews referrals made by classroom teachers students who are at risk academically, socially and or emotionally	Small group One to One	Small Group Individual	During the day After School

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Administrative staff attends hiring fairs to identify and recruit highly qualified classroom teachers
 School leader collaborates with selected current school teachers to conduct group interviews of candidates

The principal will work closely with the Network HR coordinator to ensure that non-HQT meet all required documentation and assessment deadlines

Mentors are assigned to support new teachers

2b. 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).

On Monday and Tuesday staff participates in tailored pd session based on their feedback from their observations. All staff members participate in weekly inquiry work where we look at student work and examine best practices to deliver in the classrooms. Teachers attend lunch and learns and pd sessions from the network. Teachers are also selected to attend professional development sessions at Teacher's College

Administrators attend monthly pd sessions provided by the network

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

Social Worker hold monthly meetings with our parents on topics of their interest. Pre K parents are allowed to visit the K classes in the spring so they can see expectations for the upcoming school year. Pre K students are assessed by our staff to make the best placements for them in the fall

4b. 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.

The school has a MOSL committee that met in the beginning of the school to decide on the best assessments to fit the needs of our young scholars. Teachers have the opportunity to meet twice a week to examine the data to make the next instructional steps in our school. Our school wide focus is Assessment in Instruction so we ensure on a daily basis that the needs of our students are being met

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			

Tax Levy (FSF)	Local			
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¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS 361]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The 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 the school community. **[PS 361]** will support parents and families of Title I students by:

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

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

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

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

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

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

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

[PS 361], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0							0
Dual Language	0	0	0							0
ESL	73	0	9							73

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	73	0	9	0	0	0	0	0	0	73
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

C. Home Language Breakdown and ELL Programs

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	8	9											25
Intermediate(I)	7	8	18											33
Advanced (A)	8	5	2											15
Total	23	21	29	0	73									

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The early literacy skills of all students, including ELLs, are assessed through the Fountas & Pinnell Benchmark Assessment System which is administered formally three times per year. Based on initial assessments given in September/October 2013, all grade one and two students are reading below grade level expectations. Of the twenty-three kindergarten students, 10 students know no letters and

sounds and 13 know some letters and sounds. Data will be utilized when planning lessons that coincide with the units of study in each curriculum area in an effort to provide differentiated instruction that addresses the needs of a wide range of learners by providing "multiple pathways" in the teaching and learning process. During the small group instruction, students will receive targeted instruction based on their area(s) of need (phonemic awareness, phonics, comprehension, vocabulary and fluency).

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns from 2009-2010, 2010-2011 and 2011-2012 indicate an increase in the number of students performing at the advanced and proficient level in all grades in both listening/speaking and reading/writing. In 2009-2010, 32% of K-1 students scored at the beginner or intermediate level in listening/speaking, while 13% of K-1 students scored at the same level in 2011-2012. In 2009-2010, 69% of K-1 students performed at the advanced or proficient level in listening/speaking, while 87% scored at the advanced or proficient level in 2011-2012. In 2009-2010, 78% of K-1 students scored at the beginner or intermediate level in reading/writing, while 58% scored at the same level in 2011-2012. In 2009-2010, 22% of K-1 students scored at the advanced or proficient level in reading/writing, while 42% scored at the advanced or proficient level in 2011-2012. In 2009-2010, 12% of grade 2 students scored at the beginner or intermediate level in listening/speaking, while 5% scored at the beginner or intermediate level in 2011-2012. In 2009-2010, 88% of grade 2 students scored at the advanced or proficient level in listening /speaking, while 95% scored at the advanced or proficient level in 2011-2012. In 2009-2010, 60% of grade 2 students scored at the beginner or intermediate level in reading/writing, while 54% scored at the same level in 2011-2012. In 2009-2010, 40% of grade 2 students scored at the advanced or proficient level in reading/writing, while 45% scored at the same level in 2011-2012. Although past NYSESLAT data indicates that students moving into grades one and two are making progress in English language development (students are advancing one proficiency level on the NYSESLAT or making total scale score gains for students who maintain the same proficiency level), a dip in scores was noted with the change of assessment in Spring 2013. Data reveals that students have a more difficult time attaining proficiency in reading/writing. In addition, PS 361 students do not typically attain English language proficiency until they have received one or more years of ESL service.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAOTool](#))
RNMR is not currently available.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?As a Pre-K through grade 2 school, PS 361's students do not participate in city/state assessments, Periodic Assessments, etc.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
PS 361 implements the RtI framework. When looking at data as a whole, administrators and ESL staff look at the effectiveness of the core instructional programs for ELLs first. If a large number of students in a particular class or grade are making minimal progress and/or are underperforming, teachers focus on improving core instruction so that it targeted to student needs. If most English Language Learners are making adequate progress in a class or grade, the next step would be to look at specific students of concern and tailor supports to address his/her needs (i.e. Tier 1, Tier 2 or 3 interventions). Individual student progress is monitored over a period of time and a referral made to the RtI team, if necessary.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Strategy lessons for ELLs are chosen based on their English level of proficiency. For students at a beginner level, teachers provide students with comprehensible input/abundant context clues using visuals, realia, manipulatives, gestures, etc., encourage students to join in group songs, chants, recitations, etc, assist in developing phonemic awareness, encourage students to participate in roleplaying activities, use questioning strategies eliciting one or two words, etc. For students at an intermediate level, teachers continue providing comprehensible input and contextualizing instruction, ask questions that require phrase and sentence responses, provide opportunities for students to engage in social and academic conversations, provide age-appropriate instruction in English language conventions, grammar and structure, provide feedback when errors are made, etc. For students at an advanced level, teachers continue to engage students using strategies from the earlier stages, however, they also model and teach increasingly complex English language structures, provide instruction that requires students to use English in cognitively demanding situations, immerse students in a variety of genres, using content as an opportunity for vocabulary and schema building, provide and support students through grade level reading and writing, etc.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?

- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

PS 361 does not have a Dual Language program.

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

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
All new first time entrants to the public school system are put through an ELL identification process (screening and initial assessment) upon entering PS 361. Parents of all new first time entrants are required to complete the Home Language Identification Survey (HLIS) as part of the registration process. When appropriate, parents are provided with HLIS forms in their native language. The school secretary calls upon a trained pedagogue or Assistant Principal to conduct the initial informal oral interview with parents and students (in English and native languages) during registration to make an initial determination of a child's home language, as well as, to provide assistance with the completion of the HLIS if necessary. PS 361 is readily available to provide oral interpretation to parents and students during the informal oral interview in Haitian Creole (ESL teacher, School Social Worker, School Psychologist, educational assistants) and Spanish (Parent Coordinator, Family Worker, educational assistants). The Department of Education Translation and Interpretation Unit is called upon to assist us in providing oral communication when native language is other than Haitian Creole or Spanish. The Language Assessment Battery-Revised (LAB-R) is administered by a licensed ESL teacher to students identified as ELLs (those students whose HLIS form indicates a home or native language is other than English and students who speak a language other than English or speak little or no English during the informal oral interview) to establish an English proficiency level. We consider a student to have a home language other than English on the HLIS when one or more answers to questions #1-4 indicates a language other than English and two or more answers to questions #5-8 indicate a language other than English. Students scoring at beginner, intermediate or advanced level on the LAB-R are considered LEP and entitled to either bilingual education or ESL services. Students scoring at proficient level are not considered LEP. All new entrants whose HLIS responses indicate a home language of Spanish and score at/or below English LAB-R cut scores are administered the Spanish LAB-R to determine language dominance. A Spanish speaking Special Education teacher administers the Spanish LAB-R to students as necessary. Our ESL teacher records the results of the informal oral interview and results of the identification process, including results of the LAB-R on the HLIS. All HLIS forms are kept securely in individual cumulative record folders and copies are kept on file by the ESL teacher involved in the Identification Process.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Because the state requires that ELLs be administered the LAB-R and an ELL determination made within 10 days of enrollment, getting parents to information quickly and efficiently is critical to getting their input. DOE entitlement and nonentitlement letters are distributed via backpack to parents. Parents of students identified as ELLs by the LAB-R are invited to a group orientation session held in September each school year. At the orientation session, parents are given information on the different programs that are available to their children by our ESL teacher. To encourage informed choice, parents view a video (provided by the office of ELLs) in their native language describing the three program choices (Transitional Bilingual, Dual Language and Freestanding ESL). After viewing the video, parents are asked to complete the Parent Survey and Program Selection form in their native language ordering program selections so that their first choice is the program in which they would most likely have their child enrolled. Bilingual staff (listed above) is available to answer any questions parents may have about the educational programs that are available, the

Translation and Interpretation Unit is called upon when necessary and parents are encouraged to bring someone who speaks English to ensure complete understanding. Parents who do not/cannot attend the initial orientation session held at the school are called and encouraged to view the program choices online and return the Parent Selection Survey and Selection Form to PS 361's Parent Coordinator. At times, one-on-one meetings or phone conferences are conducted. Orientations are ongoing and are conducted throughout the school year (for those students admitted as the school year progresses) and, wherever possible, orientations are conducted the same day as registration.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

As stated above, the DOE entitlement letters (in translated versions) are distributed via backpack to parents of students identified as ELLs. Our ESL teacher collects and stores Parent Survey and Program Selection forms in a file in her classroom.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language. Parents' choice, coupled with program availability determines placement for ELLs. Parents are informed that if their choice is TBE or Dual Language and there is no such program available at the time, that the school would form the program should a sufficient number of students (15) within two consecutive grades request the program.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Each Spring, all identified ELLs are retested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). Eligible students are identified through the RLER-LAT report in ATS. A test administration calendar is created with a one month window for testing allotted to ensure that all students are present and administered the assessment in the four modalities. Parents are notified of testing dates via a school letter and information provided on the school monthly calendar. Parents are notified of NYSESLAT outcomes and program eligibility before the beginning of the following school year via continued entitlement or non-entitlement letters. Students scoring at beginning, intermediate or advanced levels on the NYSESLAT are considered LEP and bilingual or ESL services continue, while students scoring at proficient level are considered not LEP. In September, we print out the RNMR and RLAT to review progress of all ELLs and plan targeted instruction for the year. Transitional services may be provided (ESL support) for two years, supported by state funds, as per CR Part 154, for students transferring from our freestanding ESL program into an English mainstream program. Since we are a K-2 school, students achieving proficiency may receive support until they articulate to grade 3.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- The trend at PS 361 for the past few years has been that parents opt to have their children participate in the Freestanding ESL program as opposed to the other options that are available to them. Of the 31 students enrolled this school year, 28 of the parents who attended an orientation selected ESL as their first choice. Should that trend change, other program offerings will be made at PS 361 to align with Aspira Consent Decree so that parent choice requirements are met (i.e. 15 students with the same home language in one or two consecutive grades whose parents request a Bilingual program.) Parents choosing a Traditional Bilingual Education program are informed that they may transfer their child to a school in the district that has such a program since we cannot currently accommodate their request, however, should they choose not to transfer their child, he/she will remain at PS 361 and be placed in a Freestanding ESL program. Trends in parent choice are monitored at the beginning of each school year when the majority of new ELLs are identified at peak enrollment as information is captured and entered into the ELPC screen in ATS.

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

Common Core Learning Standards in listening, speaking, reading and writing are incorporated into curriculum maps and units of study for each grade. To promote listening/speaking within a reading/writing curriculum, students are provided with multiple

opportunities to engage in accountable talk (with partners, small groups, whole class) in all content areas. Products and assessments to measure students' understanding are determined during the planning process. Evidence of student learning are included in the units of study and are ongoing and varied (i.e. Reports, Projects, Demonstrations and Portfolios).

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

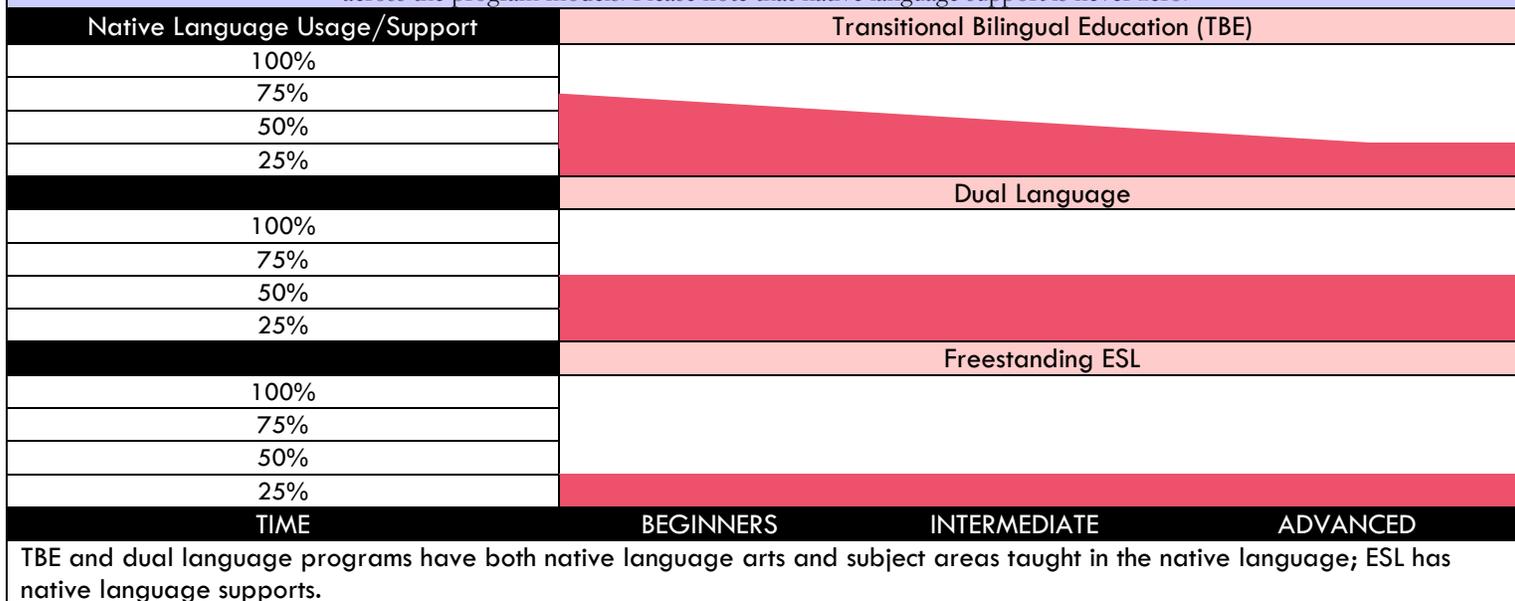
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



B. Programming and Scheduling Information--Continued

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

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

C. Professional Development and Support for School Staff

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

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

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

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

D. Parental Involvement

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

It is our belief that parents play an integral role in supporting their child's learning. All parents, including parents of ELLs, are encouraged to be actively involved in their child's education. With this in mind, PS 361 has provided school folders for regular written communication between teacher and the home. In addition to weekly homework sheets, monthly newsletters are sent home for each grade. Written progress reports are given three times a year in addition to report cards to keep parents informed of their progress as well. Parents are invited to become school volunteers via the Learning Leaders program. Our monthly Families as Learning Partners initiative provides opportunities for parents to participate in their child's classroom activities. Town Hall meetings are held afterwards with the administration and parents. Materials are provided and training is given to help parents work with their children to improve their achievement levels at various workshops held throughout the school year (i.e. Family Literacy, Family Math). Workshops specifically geared for parents of ELLs are planned. Topics may include, but are not limited to: NYSESLAT preparation. Workshops are offered during the school day and in the evening to accommodate parent schedules. Written and oral interpretation services are available for parents of ELLs to ensure maximum parent involvement. The Haitian Enlightenment Literacy Program (HELP) and CAMBA, community based-organizations, provide daily child care/homework assistance to parents. PS 361 distributes an annual Parent Needs Assessment Survey to all parents in October and the Parent Learning Survey in March in an effort to improve the academic quality of our school. The findings of the surveys, oral/written feedback from various workshops and information gained from our Parent Coordinator meeting informally with parents is used to design strategies to more effectively meet the needs of all parents, including parents of ELLs. Information gleaned helps determine workshop topics, workshop times and the best way to communicate information to parents.

E. Additional Information

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

Part VI: LAP Assurances

School Name: The East Flatbush Primary Scho

School DBN: 22K361

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 6 Network: 602

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

Part A: Needs Assessment Findings

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

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

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

Information in ATS as per the Adult Preferred Language Report (RAPL) is as follows: 489 parents/guardians prefer spoken and written communication in English, 82 in Haitian Creole, 40 in Spanish, 2 in Bengali, 9 in Arabic, 2 in Fulani, 1 in Mandarin, 2 in Chinese and 4 in Urdu. Parents, teachers and school personnel indicated that there was a need for bilingual interpreters and translators to assist in communicating with non-English speaking parents during meetings and workshops. Parents have mentioned that they often are unable to rely on their adult friends for language and interpretation services at school meetings. These findings were reported at School Leadership Team meetings.

Part B: Strategies and Activities

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

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

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

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

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

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

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

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



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 45
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

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:

Of the 55 ELLs taking the NYSESLAT in Spring 2014, 76.36% made progress in English Language Acquisition and 9.09% attained proficiency on the NYSESLAT. PS 361 met the AMAO 1 target, however, we did not with meet the AMAO 2 target. In an effort to increase the English literacy skills of our ELLs, a Title III after school program will be implemented in 2014-2015, running from February 2015 - May 2015 on Wednesdays and Thursdays from 2:40-4:10pm, for a total of 26 sessions. The plan for this program is to provide targeted supplemental instruction in reading and writing for forty-five ELLs in grades one and two, including a focus on the theater arts. One certified ESL teacher will work with a common branch teacher to provide Reading/Writing instruction and one licensed arts teacher will work with one common branch teacher to provide theater arts instruction. Students will receive forty-five minutes of Reading/Writing instruction each day Wednesday and Thursday in an effort to target and improve specific modality proficiency for adequate yearly progress. In addition, all students will receive forty-five minutes of theater arts each Wednesday and Thursday in an effort to promote English Language proficiency through a combination of the modalities, culminating with a Spring performance. Reader's Theater scripts and instructional materials will be purchased. Since this is the only afterschool program, we will need to hire a supervisor.

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:

Teachers of ELLs meet every six weeks with an administrator, instructional coach and/or member of the RtI Team to look at Measure of Student Learning (MOSL) data to help plan targeted instruction to meet

Part C: Professional Development

the needs of our ELLs. Specific methodologies for ESL instruction are researched, discussed and incorporated into classroom practices. Scaffolding Language, Scaffolding Learning by Pauline Gibbons was purchased for teachers of ELLs last school year and will continue to serve as a reference during team meetings.

Suggested modifications for ELLs are included in curriculum maps. During weekly curriculum planning meetings, lesson modifications for ELLs are discussed by teachers across content areas. In addition to providing support with lesson modifications, professional learning focus areas are determined based on observations of MOTP (Measures of Teacher Practice.) Therefore, teachers of ELLs will continue to be encouraged to attend relative professional development opportunities offered through the Department of English Language Learners and Student Support (DELLS) throughout the school year (schedule TBD). We will continue to seek out Children First Network support personnel for on-site professional development as well.

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: In an effort to better engage parents of ELLs in the PS 361 community, an event for families of ELLs in which they have time to meet with school leaders and staff, as well as, each other will be scheduled. We will form a panel of ELL parents to address questions and concerns. Parent leaders will be designated in each language group and serve as a contact for new families. Various workshops will be scheduled throughout the school year to meet the needs of ELL parents. Needs will be identified through parent responses on the annual questionnaire distributed by the School Leadership Team, as well as, information gleaned from student data. Workshop topics may include, but are not limited to: Navigating the US school system, Assessments in the early grades, Information on the benefits of reading at home, and How to help your child with homework. Parents will be notified of workshops via information provided on the school calendar, memorandums and through the School Messenger telephone system. Our pull-out/push-in ESL teacher will work closely with our Parent Coordinator and the Language Access Coordinator to provide information to parents in their preferred language. Parents are informed of their rights to and the availability of language services via distribution of the Parents' Bill of Rights and by signage posted indicating the availability of interpretation services. PS 361 will provide interpretation services to parents whose primary language is a covered language and who request services in order to communicate with staff regarding information about their child's education as follows: Bilingual staff members (Haitian Creole, Spanish, Arabic) will be

Part D: Parental Engagement Activities

utilized to provide interpretation services for non-English speaking parents. Over-the-phone interpretation services by the NYCDOE Translation and Interpretation Unit will be utilized in any other languages listed on the Language Identification Guide. We will access critical documents that are already translated on the intranet. The Translation and Interpretation Unit will be utilized to translate documents as well (ie Newsletters, Calendars, Parent Teacher Conference Announcements, After-school Program Information, Letters From the Principal, etc.) We will schedule events to bring ELL and non-ELL families together through school performances, Families as Learning Partners activities, Writing publishing parties, and Family Literacy and Math activities.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

