

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**22K361**

**School Name:**

**P.S. 361 EAST FLATBUSH EARLY CHILDHOOD SCHOOL**

**Principal:**

**TIFFANY FRAZIER**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The East Flatbush Primary School School Number (DBN): 22K361  
Grades Served: PreK- 2<sup>nd</sup>  
School Address: 3109 Newkirk Ave  
Phone Number: 718-856-0600 Fax: 718-856-0300  
School Contact Person: Tiffany Frazier Email Address: [TFrazie@schools.nyc.gov](mailto:TFrazie@schools.nyc.gov)  
Principal: Tiffany Frazier  
UFT Chapter Leader: Sophia Prepetit  
Parents' Association President: Jennifer Knight  
SLT Chairperson: SLT Chair person Jueneille Chand  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 22 Superintendent: Julianna Bove  
Superintendent's Office Address: 5619 Flatlands Avenue Brooklyn, NY 11234  
Superintendent's Email Address: [JBove@schools.nyc.gov](mailto:JBove@schools.nyc.gov)  
Phone Number: 718-968-6248 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: 22 Director: Cheryl Watson-Harris  
Director's Office Address: 415 89 street, Brooklyn, NY 11209  
Director's Email Address: [Cwatson21@schools.nyc.gov](mailto:Cwatson21@schools.nyc.gov)  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Sophia Prepetit	*UFT Chapter Leader or Designee	
Jennifer Knight	*PA/PTA President or Designated Co-President	
Juliza Colon	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	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	Assistant Principal	
Rachel Davis	Parent	
Shirley Carty	Parent	
	Parent	
Phyllis Woods	Member	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
J. Chand	Member/	
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

#### **The Six Elements of the Framework for Great Schools**

**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.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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 administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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 500 students from culturally diverse

backgrounds. Our mini-building is the home to our Pre-K and Kindergarten classes. The main building is home to our first and second grade classes.

Friday's are reserved for Social Studies and Science where students are involved in a project based approach to learning the content. On any given Friday you will see our young learners with clipboards exploring the around the school and community to enhance their learning experiences.

### **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. For the 2015-2016 school years teachers will receive professional development from Metamorphosis as teachers begin to rethink the way they deliver math instruction. 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.**

## 22K361 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K ,01,02	Total Enrollment	602	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
				N/A
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	85.6%	% Attendance Rate		89.2%
% Free Lunch	90.2%	% Reduced Lunch		3.0%
% Limited English Proficient	11.7%	% Students with Disabilities		14.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		82.4%
% Hispanic or Latino	12.0%	% Asian or Native Hawaiian/Pacific Islander		2.6%
% White	1.7%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.18	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.01
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In April of 2015 our School Quality Review was conducted. Our feedback was that the math instruction needed to be a focus. Administrator’s analyzed the components of 1a (Content and Pedagogy) and 1e (Designing Coherent Instruction) and assessed that our teachers needed support in these two areas.

In order for our teachers to improve their math teaching the following will occur for the 2015-2016 school year.

\*Lab site classes established on the grade

\*The implementation of metamorphosis. Staff developers will offer professional learning to our teachers as it pertains to math instruction and the common core learning standards.

\*Teachers will be informally observed in math at least two times per school year.

\*As a result of continued professional learning we will analyze the math end of unit assessments of our SWD's.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Specific: All of our K-2 teachers will be informally observed during a math lesson with a focus on Content and Pedagogy and Designing Coherent Instruction at least two times per year. Teachers will receive specific feedback from administrators or observe lab site classrooms and receive specific training from Metamorphosis to maintain and or obtain an effective rating in these two categories.

Measurable: Administrators’ will analyze the data at benchmark periods during the 2015-2016: December 2015 March 2016 and May 2016. The instructional team will analyze the data of our SWD's.

Attainable: This goal can be accomplished by monitoring the teacher data and with support of our Advance Coach.

Relevant: The goal is worthwhile as we think about the Shifts in Mathematical and the Mathematical Practical Standards.

Time Bound- Administrator’s will create a schedule in advance to ensure all teachers are observed informally in a timely manner.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Instructional materials will include:  Adjustments made to unit plans, revised performance tasks</p>	<p>K-2 Teachers</p>	<p>2015-2016 school year  Benchmark date: Dec 2015, March 2016 May 2016</p>	<p>The assistant principal will serve as a liaison between Metamorphosis staff developer and Principal. Assistant principal will attend Professional learning sessions with staff members. Principal and assistant principal will analyze ratings of Domain 1a and 1e.</p>
<p>Students including SWD and ELLs will be grouped by need for small group instruction and strategy lesson groups. ESL and AIS providers will push-in or pull out to support student learning.</p>	<p>K-2 Teachers</p>	<p>2015-2016 school year. Benchmark dates: Dec 2015  Marc 2016  May 2016</p>	<p>Instructional Team  ELL provider and teachers</p>
<p>Curriculum Night in September of 2015. Ongoing parent workshops to help our parents begin to understand the Math Common Core Learning Standards.</p>	<p>K-2 Teachers</p>	<p>Sept 2015  May 2016</p>	<p>Classroom Teachers  Parent Coordinator</p>
<p>The home school collaboration will be supported during Tuesday afternoons where teachers on a monthly basis will teach parents how to help their students with math.</p>	<p>K-2 teachers</p>	<p>Sept 2015  May 2016</p>	

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teachers will have 2 days a week of common planning. Funds were set aside during the 2014-2015 school year to help cover the cost for the 2015-2016 school year.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Student progress will be monitored December 2015, March 2016 and May 2015. Student’s scores on end of unit math performance task will be recorded on a data sheet. Data sheets will be uploaded on google docs. By March 2016 50% of students will be performing on grade level. Adjustments to unit plans will be adjusted to meet the needs of our students.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The 2014-2015 Data from Danielson showed that Components 1a (Content and Pedagogy) and 1e (Designing Coherent Instruction) is an area that is in need of improvement.

The data shows that teachers need additional support with taking the content and teaching it in a explicit way for every learner in their class. *The feedback from our QR suggested that student work products reflect in uneven engagement in appropriately challenging tasks, as a result there were missed opportunities to engage students.*

During EOY conferences with teachers, many expressed in interest in deepening their understanding of the math content as well as providing engaging tasks for all learners in their classroom.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Specific: All of our K-2 teachers will be informally observed during a math lesson with a focus on Content and Pedagogy and Designing Coherent Instruction at least two times per year. Teachers will receive specific feedback from administrators or observe lab site classrooms and receive specific training from Metamorphosis to maintain and or obtain an effective rating in these two categories.

Measurable: Administrators’ will analyze the data at benchmark periods during the 2015-2016: December 2015 March 2016 and May 2016, by May of 2016 there will be a 25% increase in the number of students reading on grade level.

Attainable: This goal can be accomplished by monitoring the teacher data and with support of our Advance Coach.

Relevant: The goal is worthwhile based on the data from our math observations as well as teacher input during End of Year Conferences.

Time Bound- Administrator’s will create a schedule in advance to ensure all teachers are observed informally in a timely manner

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional Learning Communities will be established on Monday's.</p> <p>On-site support with Metamorphosis staff developers. Class inter-visitations</p>	<p>Teachers, educational assistants, support staff</p>	<p>September 2015-June 2015</p>	<p>Lead Teachers, administrators, Metamorphosis staff developers</p>
<p>K-2 classrooms will contain visual reminders charts for our ELL and SWD learners</p>	<p>Teachers, educational assistants, support staff</p>	<p>September 2015-June 2015</p>	<p>Lead Teachers, administrators, Metamorphosis staff developers</p>
<p>Our parent coordinator will establish Math Family Night in the Fall of 2015 and Spring of 2016</p>	<p>Parents and students</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, administrators</p>
<p>We will create Professional Learning Communities and Teacher Teams where teachers feel safe to engage in dialogue about the work and the impact it has on students' growth.</p>	<p>Teachers, ed assistants,</p>	<p>September 2015-2016</p>	<p>Administrators', Support Staff, lead teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Professional Learning Communities will be established by the teachers and instructional team to strengthen their knowledge of the math standards and how to deliver explicit instruction to the students.</p>											
<p><b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Progress will be monitored at least 4-5 a year as scheduled during our observation cycles: 100% of our teachers will be observed at least 2 times before December 2015 and 2 times before May 2016.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Grade leaders indicated that teachers wanted additional common planning time during the school day. Teachers will complete an interest survey so that Monday PLC will be aligned to their needs. Feedback from the quality review states distributed leadership structures are developing to include teachers in key decisions that affect student learning across the school.

• School’s Strengths Include:

- Planning and revising unit plans based on the CCLS, student work, and work with Teacher's College and Metamorphosis

- Monthly newsletters to parents, interim progress reports so students are aware of student progress, Families as Learning Partners

School’s Needs Include:

- Professional learning communities that help develop teachers in the area of content and pedagogy

- Vertical teacher teams to ensure coherence among the grades

- Analyzing the data from running records (MSV) and writing rubrics to drive instruction and small group instruction

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Specific: by June 2016 teachers will have participated in a number of professional learning cycles that impacts classroom practice

Measurable: by June 2016 K-2 will have shown improvement in the components of 1a and 1e of the Danielson Rubric by meeting with administrators and collaboratively analyzing the components of 1a and 1e. Teachers performance in these two areas will see an improvement of 25%.

Achievable-this goal is achievable because of the observation schedule established by administrators and the onsite professional learning in the areas of reading, writing and math.

Relevant-The goal is worthwhile based on the feedback from the Quality Review and discussion with grade leaders

Time bound- After each PLC cycle teachers will have the opportunity to discuss and reflect with administrators to adjust PLC calendar

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Teachers will engage in professional learning communities aligned to the interest survey</p>	<p>Administrators' and teachers</p>	<p>September 2015  June 2016</p>	<p>Administrators' and Teachers</p>
<p>Professional learning opportunities will include strategies for addressing the needs of all learners with an emphasis on ELL and SWD</p>	<p>Administrators' and teachers</p>	<p>September 2015  June 2016</p>	<p>Administrators' and Teachers</p>
<p>Tuesday Parent Involvement sessions will include parents visiting the classrooms at least twice a month for homework help, and additional ways to support their children at home</p>	<p>Administrators' and teachers</p>	<p>September 2015  June 2016</p>	<p>Administrators' and Teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Professional learning books or articles based on the interest survey</p> <p>Teachers will have additional planning periods during the school day</p> <p>Danielson rubric will measure the progress of teachers with an emphasis on 1a and 1e.</p> <p>Teachers will be able to meet during common planning built into their daily schedule.</p>

Teachers will be able to meet on Monday's for an extension of common planning as well as inquiry based sessions on Tuesday afternoons.

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Student writing samples will be collected and analyzed after every unit of study to monitor progress

Teachers guided reading notes will be collected on a monthly basis to ensure student progress.

Danielson data will be used to track the progress of teachers with an emphasis on 1a and 1e. Based on February's data adjustments will be made to our Professional Learning Cycles to meet the needs of our teachers.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Teachers will set goals based on their 2014-2015 Danielson MOTP and feedback

Administrators’ and teachers will collaborative and review the data of end of year running records from 2014-2015. The data shows that in June of 2015 45% of our students were reading on grade level and 55% were reading below grade level. At the present time, we have not received a break down of the Math End of Year Assessment results from the city. The data from the MOTP indicates that teachers need additional support in content knowledge and designing coherent instruction.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Specific- By June 2016 all teachers will identify two goals, engage in professional learning communities that will result in an improved teaching practice and marked improvement in student progress.

Measurable- Data sheets will be collected in November, January, March and May to analyze student progress. Danielson observations will be analyzed after each cycle to see results in improved teaching practice with a focus on 1a and 1e.

Achievable- Systems and structures will be established to collect and analyze student work and provide feedback to teachers during common planning and professional learning communities.

Relevant-

Time-Teachers will receive feedback within 2 weeks of their observation, with glow, grows and next steps to help improve teacher instruction and student progress.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Data sources examined to determine student learning gaps, trends and patterns among the grade and school.</p>	<p>Administrators' and teachers</p>	<p>September 2015-June 2016</p>	<p>Administrators and teacher</p>
<p>Teachers will be provided with on site professional learning opportunities through Teachers College and Metamorphosis in order to impact student achievement including SWD and ELL's</p>	<p>Administrators' and teachers</p>	<p>September 2015-June 2016</p>	<p>Administrators and teacher</p>
<p>Families will be informed via newsletters, progress reports, phone calls and conferences to discuss student progress</p>	<p>Administrators' and teachers</p>	<p>September 2015-June 2016</p>	<p>Administrators and teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Literacy Coach  Teacher's College Staff Developers  Metamorphosis Staff Developers</p>											
<p><b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Progress will be monitored at least 4-5 a year as scheduled during our observation cycles: Teachers will be observed at least 2 times before December 2015 and 2 times before May 2016. In February 2016 adjustments will be made to Professional Learning Cycles to best fit the needs of our teachers.</p>

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Data patterns from the 2013-2014 and 2013-2014 indicate that students are making small gains in English Language development. Of the 20 students for which we currently have comparable New York State English as a Second Language Achievement Test data 2 students attained proficiency, 6 students advanced one proficiency level, while 12 maintained the same proficiency level. Data reveals that students have a more difficult time attaining proficiency until they have received one or years of ENL service.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

by June 2016, all ELL students and their parents will be invited to ELL Afterschool Academy that will help to improve the home school connection in order to improve language proficiency as measured by moving at least one level in one modality on the child’s NYSESLAT

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Students that participate in the ELL After School Academy will participate in Reader's Theater to improve literacy skills.	Administrators and teachers	September 2015-June 2016	Administrators and teachers
Starfall will be utilized to help improve letter and sound recognition  Components of Balanced Literacy-Guided reading, shared reading, shared writing and interactive writing will be utilized during reading and writing workshop	Administrators and teachers	September 2015-June 2016	Administrators and teachers
All parents will be invited to attend workshops provide by our bilingual parent coordinator, educational assistants and psychologist.	Administrators and teachers	September 2015-June 2016	Administrators and teachers
Parents will have an opportunity to help their child during Tuesday sessions for homework assistance.	Administrators and teachers	September 2015-June 2016	Administrators and teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Title III plan and budget  Reader's Theater  Books on CD  Starfall and Raz-Kids											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Sign in sheets will be collected after each session

Parents who are not attending will receive a phone call from parent coordinator.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Benchmark F&P results in September 2015  Hold over students	Guided Reading  Shared Reading	Small group  Instructional groups	Throughout the day
<b>Mathematics</b>	Math Baseline assessments	Strategy lessons  Re-teach lessons	Small groups  Instructional groups	Throughout the day
<b>Science</b>	Science unit performance tasks	Hands on experiments and projects	Small groups  Instructional groups	Fridays
<b>Social Studies</b>	Social Studies performance tasks	Projects  Repeated reading	Small groups  Instructional groups	Fridays
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Poor social and or emotional needs  Significant behavior concerns	Counseling	Individual  Small Groups	Daily

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>

### 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.
All teachers at PS 361 are highly qualified. When recruiting new staff members, PS 361 has a hiring team committee that conducts interviews and observes the candidate during a demo-lesson. We ensure that the teacher we hire has completed all state and city requirements for certification. We provide all teachers with assistance and a mentor. Our grade leaders and literacy coach provide training and support for any new hires.

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All staff members participate in our professional learning communities on Monday afternoons. Topics include: guided reading, shared reading, accountable talk, conferring and number talking. On Tuesday afternoons our inquiry focus was analyzing student writing and determining next steps for our writers.

### 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 holds 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 on a weekly basis during their common planning 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 . Teachers have an opportunity to meet on Monday's for a professional learning cycle of 6 weeks to analyze an array of student data.

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	513,903.00	x	
Title II, Part A	Federal	57,106.00	x	
Title III, Part A	Federal	11,200.00	x	
Title III, Immigrant	Federal	0	x	
Tax Levy (FSF)	Local	3,204,461.00	x	

**<sup>1</sup>Explanation/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:

- 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.
- 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.

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

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **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.
- **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:

- **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.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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)**

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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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 on assessments.

#### **I. School Responsibilities:**

Provide high quality curriculum and instruction consistent with Common Core 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 1<sup>st</sup> 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 to 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.

**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: <u>East Flatbush Primary School</u>	DBN: <u>22K361</u>
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: <u>45</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>3</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

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 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 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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____

**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.
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**  
**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>22</b>	Borough <b>Brooklyn</b>	School Number <b>361</b>
School Name <b>The East Flatbush Primary School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Tiffany Frazier</b>	Assistant Principal <b>Phyllis Woods</b>
Coach <b>Lakisha Conyers</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Carline Derosier</b>	School Counselor <b>type here</b>
Teacher/Subject Area <b>Pascale Fennell/Common Branch</b>	Parent <b>Shirley Carty</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Juliza Colon</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	504	Total number of ELLs	94	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	0	0	0											0
<b>Dual Language</b>	0	0	0											0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	94	<b>Newcomers</b> (ELLs receiving service 0-3 years)	94	<b>ELL Students with Disabilities</b>	13
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	0	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	94	0	13	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
---	---

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	14	8											0
Chinese	0	0	0											0
Russian	0	0	0											0
Bengali	0	1	0											0
Urdu	3	1	2											0
Arabic	4	1	8											0
Haitian	10	16	16											0
French	0	1	1											0
Korean	0	0	0											0
Punjabi	0	0	0											0
Polish	0	0	0											0
Albanian	0	0	0											0
Other	1	1	1											0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	9	9	8											0
<b>Emerging</b> (Low Intermediate)	4	10	13											0
<b>Transitioning</b> (High Intermediate)	7	3	9											0
<b>Expanding</b> (Advanced)	3	13	6											0
<b>Commanding</b> (Proficient)		4	4											0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		4	4											0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 The early literacy skills of all PS 361 students, including ELLs, are assessed through the Fountas & Pinnell Benchmark Assessment System which is administered formally four times per year. Based on initial benchmark assessments given in September 2014, all of the first and second grade ELLs were performing below grade level standards in reading (level E for grade 1 and level I/J for grade 2). Of the twenty- five kindergarten students enrolled at the time, 7 students knew no letters and sounds, 9 knew some letters and sounds and 8 knew all letters and sounds. F&P Data for 2015-2016 is currently being collected. Once collected and analyzed, this 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. Running records will be used to help identify the reading difficulties of individual students or monitor progress at regular intervals. During small group reading instruction, students will receive targeted instruction based on their area(s) of need (ie phonemic awareness, phonics, comprehension, vocabulary and fluency).
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 NYSESLAT data patterns from the past two years indicate that students are making small gains in English language development. Of the 33 students for which we currently have comparable NYSESLAT data, 5 students attained proficiency, 11 students advanced one proficiency level, 15 maintained the same proficiency level and 2 students regressed. It was noted that PS 361 students do not typically attain English language proficiency until they have received one or more years of ENL service.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Information from the AMAO tool helps us to focus in on the progress of ELLs towards achievement of English language proficiency. Information about students is used to assist in designing instructional programs and/or interventions for them. The factors that are analyzed include home language, grade level, years of ELL service, NYSESLAT proficiency and progress, attendance, holdover status, and disability classification. The Early Warning Indicator calculates the number of risk factors exhibited and color-codes them accordingly. 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 was 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 was 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 ENL teacher worked with a common branch teacher to provide Reading/Writing instruction and one licensed arts teacher worked with one common branch teacher to provide theater arts instruction. Students received 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 received 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. Once the AMAO tool becomes available for 2015-2016, data for 2014-2015 will be analyzed and effectiveness of instructional programs and interventions for students reviewed.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

As a Pre-K through grade 2 school, PS 361 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). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RTI Guide for Teachers of ELLs*.] PS 361 implements the RtI framework. When looking at data as a whole, the administrative cabinet (Principal, Assistant Principal, RtI Coordinator, Instructional Coach, AIS Provider) and ENL staff look at the effectiveness of the core instructional programs for ELLs first. If a large number of ELL students in a particular class or grade are making minimal progress and/or are underperforming, teachers focus on improving core instruction so that its targeted to student needs. The instructional coach will provide in-class support to teachers, where necessary. 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 by the classroom and ENL teachers over a period of time and a referral made to the RtI team, if necessary.
6. How do you make sure that a student's new language development is considered in instructional decisions?

Strategy lessons for ELLs are chosen based on their English level of proficiency. For students at an entering/emerging level, teachers provide students with comprehensible input/abundant context clues using visuals, realia, manipulatives, total physical response, 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 a transitioning 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, recasting phrases or sentences, provide feedback when errors are made, etc. For students at an expanding 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 target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other 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).

Program success is measured by the number of students meeting annual measurable achievement objectives for 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 administrative cabinet and ENL 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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) with the assistance of a pedagogue as part of the registration process. When appropriate, parents are provided with HLIS forms in their home language. The school secretary calls upon a pedagogue or Principal/Assistant Principal to conduct an initial informal oral interview with parents and students (in English and home 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. PS 361 is readily available to provide oral interpretation to parents and students during the informal oral interview in Haitian Creole (ENL teacher, School Social Worker, School Psychologist, teachers, educational assistants), Spanish (Parent Coordinator, Family Worker, teachers, educational assistants) and Arabic (educational assistant). The Department of Education Translation and Interpretation Unit is called upon to assist us in providing oral communication when a home language is other than Haitian Creole, Spanish or Urdu so that parents can receive language assistance and have their questions answered in their preferred language. The New York State Identification Test for English Language Learners (NYSITELL) is administered by a licensed ENL teacher to students identified as ELLs (those students whose HLIS form indicates a home 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 student uses a language other than English and two or more answers to questions #5-8 indicate a student uses a language other than English. After the NYSITELL is administered, the ENL teacher scans answer documents into ATS via the attendance scanner within 10 school days of enrollment. Students scoring at entering, emerging, transitioning and expanding levels of the NYSITELL are considered English Language Learners and entitled to either bilingual education or ENL services. Students scoring at commanding level are not considered English Language Learners. All new entrants whose HLIS responses indicate a home language of Spanish and score at/or below NYSITELL cut scores are administered the Spanish LAB during the same 10-day testing window to determine language dominance. A Spanish speaking teacher administers the Spanish LAB to students as necessary. Our ENL teacher records the results of the informal oral interview and results of the Identification Process, including results of the NYSITELL on the HLIS. All HLIS forms are kept securely in individual student cumulative record files and remain part of the student's permanent record and copies are kept on file by the ENL teacher involved in the Identification Process. The ENL teacher ensures entry of this information into designated ATS screens in a timely fashion.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Ps 361 is a Pre-K to 2 school and does not meet the requirements for students to be identified as SIFE (ie "In grades 3 to 9").

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

If a newly enrolled student has an IEP and his/her home language is determined to be other than English, a Language Proficiency Team (LPT) is formed. The LPT (comprised of the Assistant Principal, IEP teacher, ENL teacher, School Psychologist and parent/guardian) will review evidence of the student's English language development and make a determination whether or not a student should take the NYSITELL. If it is recommended that a student with an IEP take the NYSITELL to determine ELL status, the ELL Identification Process continues as with all other students. If the LPT recommends that the student not take the NYSITELL, the recommendation is sent to the school Principal for review. Upon review, if the principal determines that a student should take the NYSITELL, the student takes the NYSITELL to determine ELL status and the ELL Identification Process continues as with all other students. Should the principal determine, upon review, that the student should not take the NYSITELL, the principal's determination is sent to the superintendent or designee for review. The parent or guardian is notified within 3 days of the decision. The final decision is made by the superintendent or designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent or designee determines that the student should take the NYSITELL, the NYSITELL will be administered to determine ELL status and the ELL Identification Process continues as with all students. The LPT NYSITELL Determination Form will be completed by the LPT and placed in the student's cumulative record folder. If, upon review, the superintendent or designee determines the student should not take the NYSITELL, the parent is notified and the ELL Identification Process is terminated. The Identification Process is completed within 20 days of enrollment.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Parents are informed of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parent's preferred language) within 5 school days of ELL determination; letters are sent home in each student's School-Home Communication folder the same day as NYSITELL administration, where possible.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section).  
Parents will be informed of their rights (ie Re-Identification Process) during the parent orientation.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
Because the state requires that ELLs be administered the NYSITELL and an ELL determination made within 10 days of enrollment, getting parents to information quickly and efficiently is critical to getting their input. DOE standard entitlement and nonentitlement letters are distributed via backpack to parents. Parents of students identified as ELLs by the NYSITELL 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 ENL teacher. To encourage informed choice, parents view the Parent Orientation video in their home language describing the three program choices (Transitional Bilingual, Dual Language and Freestanding ENL). After viewing the video, parents are asked to complete the Parent Survey and Program Selection form in their home 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 to assist when necessary 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.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Parents are encouraged to complete the Parent Survey and Selection form during the parent orientation to ensure the forms are completed in a timely fashion. Should a parent choose to take the Selection form home after the orientation, the Parent Coordinator will make outreach via telephone to ensure that it is returned within 5 calendar days. All outreach attempts will be documented and communicated with the ENL teacher. The ENL teacher will enter parent choice as indicated on each form in the designated ATS screen (ELPC) as forms are completed, within 20 days of enrollment. As per CR Part 154 regulations, if a form is not returned within 5 calendar days, the default program entered for the student is bilingual education.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
The ENL teacher will enter parent choice as indicated on each form in the designated ATS screen (ELPC) as forms are completed, within 20 days of enrollment. If a parent does not complete the form within 5 calendar days, the student is expected to be placed in a bilingual program. Since one currently does not exist in PS 361, the student is placed in ENL. The ENL teacher will document all attempts to gather initial parent selection preference. All correspondence will be conducted in parents' preferred language.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Once a student's program has been determined (following the steps above), the ENL teacher sends parents a placement letter (in the parent's preferred language) indicating the program in which their child has been placed via each child's Home-School Communication folder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All documentation used during the ELL Identification Process is retained in individual student cumulative record folders. Copies will be retained by the ENL teacher in a master file, as well.
11. 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 September 15<sup>th</sup> of the following school year via continued entitlement or non-entitlement letters. Students scoring at entering, emerging, transitioning and expanding levels on the NYSESLAT are considered ELL and bilingual or ESL services continue, while students scoring at commanding level are considered not ELL. In September, we print out the RNMR and RLAT to review progress of all ELLs and plan targeted instruction for the year. Transitional services will be provided (ENL support) for two years, supported by state funds, as per CR Part 154, for students transferring from our freestanding ENL 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.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Parents are informed of the results of the NYSESLAT and their child's ELL status using the NYCDOE standard parent notification letters (in the parent's preferred language); letters are sent home in each student's School-Home Communication folder by September 15<sup>th</sup> of the school year in which the student continues to be entitled.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The trend at PS 361 for the past few years has been that parents opt to have their children participate in the Freestanding ENL program as opposed to the other options that are available to them. Of the 40 students enrolled in the 2014-2015 school year, all of the parents who attended an orientation selected ENL as their first choice. This school year, 34/35 parents of newly enrolled students chose Freestanding ESL. 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 contiguous 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 ENL 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
- Freestanding ENL program.  
PS 361 offers two organizational models of English Language instruction for English Language Learners at this time: Kindergarten and grade one ELLs are grouped together by grade. Grade two students are heterogeneously grouped (mixed proficiency levels) in regular classroom settings. All ENL students receive the required units of study in stand alone ENL and integrated ENL instruction based on their proficiency levels as outlined in CR Part 154-2. Special education students are placed in programs as per their Individualized Education Plan (IEP) recommendations and receive ENL services via a pull-out model.
  - TBE program. *If applicable.*  
N/A
  - DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
PS 361 will continue to need at least two licensed ENL teachers on staff full time to ensure that the amount of ENL instruction students receive is aligned with the CR Part 154 requirements for English Language Learners. Students who perform at the entering and emerging levels of proficiency on the NYSITELL or NYSESLAT receive 180 minutes of ENL instruction and 180 minutes of ENL/ELA instruction weekly, totaling 360 minutes of instruction. Students who are at the transitioning and expanding level receive 180 minutes of ENL/ELA instruction weekly. Students who perform at the commanding (proficient) level will continue to receive 90 minutes of integrated ENL in ELA or a content area for an additional two years.
3. Describe how core content is delivered in each program model. 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 ENL programs receive all content area instruction in English with home language support. Home language support is given via home language libraries/books on tape, 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 are developed 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 ENL 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). Common weekly preparation time is scheduled for general education teachers of ELLs with ENL teachers for collaborative lesson planning.

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

PS 361 is a Pre-K to 2 school and students do not take assessments in their home language.

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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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 by RtI team members and they are provided with

90 minutes of study per week of Integrated ENL or other approved Former ELL services for an additional two years, as per CR Part

154.2. Additional support can be invitation to participate in afterschool, AIS, etc.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The Principal review's the Re-identification Process decision between 6 and 12 months from the date the parents were notified to ensure that the student's academic progress had not been adversely affected by the decision made. The principal will consult with

the RtI team, teacher and the parent/guardian of the student. If the principal believes that the student may have been adversely

affected by the decision, the principal will provide additional support services to the students as defined in CR Part 154 and may

reverse the determination within this same time frame. If the principal decides to reverse the ELL status, she will consult with the

superintendent and/or her designee. Final decision notification in writing to the parent in the parent's preferred language will be

given within 10 school calendar days.

8. 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 ENL 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).

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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 ENL services via the pull-out model. ENL teachers are given copies of IEPs for ELL-SWDs so they can provide ENL 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 ENL services with their general education peers.

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

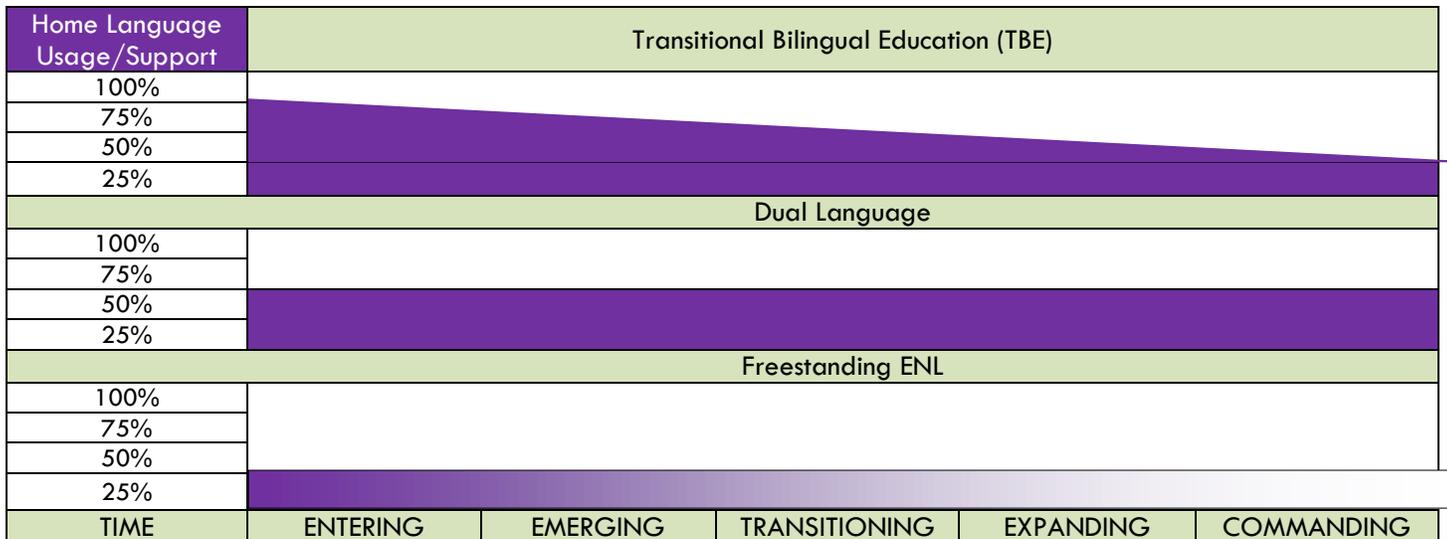


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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: 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 (home language and English) and slowly transitions to only English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Data from Fountas & Pinnell Benchmark Assessment System (4x per year), Math/Science/Social Studies Performance Assessment Tasks (every 6 weeks) and Writing Pre and Post Assessments (every six weeks), as well as, information gleaned during formal and informal observations of teachers reveal that general education teachers of ELLs require additional support in scaffolding 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 2015-2016 will support our endeavor to improve teacher practice in an effort to increase student outcomes. General education teachers will be invited to participate with ENL teachers in professional learning sessions offered throughout the year by district 22 as well.
12. What new programs or improvements will be considered for the upcoming school year?  
Common weekly preparation time will be scheduled for general education teachers of ELLs with ENL teachers to allow for collaborative lesson planning.
13. What programs/services for ELLs will be discontinued and why?  
In an effort to further promote collaborative learning between all staff, decrease the amount of time students are taken out of their classrooms and decrease the amount of instructional time lost as students travel between classrooms, we will promote push-in and self-contained models as opposed to pull-out programs to the best extent we can.
14. 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 ENL services, ELLs are invited to participate in 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. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
Teacher's College Reading and Writing Project (TCRWP) 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 and iPads are available for use in kindergarten. Students are engaged in read alouds, shared and guided reading/writing and computer assisted instruction in literacy. Our ENL teacher collaborates with special education 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 all grades 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. Engageny materials are utilized to support math instruction.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Home language support is given via home 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 home language translations in the classrooms of ELLs.
17. Explain how the school ensures all required services/resources support and 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 K, 1 & 2 are grouped together.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
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.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
The PS 361 Professional Development focus for 2015-2016 for all teachers, including teachers of ELLs, is Assessment in Instruction. The plan will continue to support the teachers who work with ELLs during the school day, as well as, in the 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 on Monday afternoons for professional learning and on Tuesday afternoons for Inquiry work. As prescribed by CR Part 80, at least 15% of the professional learning sessions in 2015-2016 will be dedicated to training general education teachers in language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs and 50% of professional learning sessions for teachers of ELLs will be dedicated to language acquisition in alignment with core content area instruction, including focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. A professional learning session will be scheduled to focus specifically on the translation and interpretation services available to staff. All teachers and staff have received a copy of the "I Speak..." card which includes the phone number for over-the-phone interpretation. Teachers of ELLs will continue to be invited to attend related professional development opportunities offered through the Department for Educators of English Language Learners (DELL) program and the district throughout the school year as they relate to the needs of our staff and/or ELL population.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
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 on Monday afternoons for professional learning and on Tuesday afternoons for Inquiry work. Teachers of ELLs have attended and will continue to be invited to attend related professional development opportunities offered through the Department for Educators of English Language Learners (DELL) program and the district throughout the school year as they relate to the needs of our staff and/or ELL population.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
The administrators of PS 361 and PS 269 (our feeder school) dialogue to create a shared curricular vision (vertical alignment). Grade two teachers are given the opportunity to collaborate with grade three teachers during the school year during professional learning sessions and PS 361 teachers play an integral role in the reorganization of grade two students going to PS 269 for grade three (ie grade three classes are made at PS 361). To support families in the transition to grade three, PS 269 typically holds an Open House each Spring for incoming parents.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The professional development plan for PS 361 for 2015-2016 will be designed to include providing professional development to all teachers in an effort to best meet the needs of our students and to satisfy CR Part 154.2 requirements. ENL teachers will be invited to participate in PD opportunities offered through the district throughout the year. ELL teachers will turnkey information to general and special education education staff at weekly Monday professional learning community sessions.

Records are maintained in a binder entitled Professional Learning Communities.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Teachers of ELLs will schedule appointments to meet with parents/guardians of ELLs to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results and language development needs in all content areas on Tuesday afternoons from 2:45-3:25pm (as per collective bargaining agreement) throughout the school year. Interpreters/translators will be utilized in the language the parent's preferred language; the DOE Translation and Interpretation Unit will be called upon, when necessary. Parent attendance at meetings will be documented on student cumulative record cards under the "Significant Interviews" section.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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 bi-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: stages of English language acquisition, NYSESLAT preparation.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The Haitian Enlightenment Literacy Program (HELP) and CAMBA, community based-organizations, provide daily child care/homework assistance to parents.
5. How do you evaluate the needs of the 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.
6. How do your parental involvement activities address the needs of the parents?  
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 ENL teachers 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 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 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.

#### **D. Additional Information**

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

School Name: **PS 361**

School DBN: **22K361**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tiffany Frazier	Principal		10/31/15
Phyllis Woods	Assistant Principal		10/31/15
Juliza Colon	Parent Coordinator		10/31/15
Carline Derosier	ENL/Bilingual Teacher		10/31/15
Shirley Carty	Parent		10/31/15
Pascale Fennell	Teacher/Subject Area		10/31/15
	Teacher/Subject Area		
Lakisha Conyers	Coach		10/31/15
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **22K361**      School Name: **PS 361**  
Superintendent: **Julia Bove**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Written and oral language preference data is collected via the following forms and entered by school staff in ATS: Student Registration Form, Home Language Identification Form, Emergency Contact Card. Parents/guardians complete a Home Language Identification Survey (which is translated into the respective home languages parents speak/understand) for each newly admitted student during the registration process, along with a Student Registration Form. Information from these documents 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 (translated versions are available), which is given to all parents at the beginning of every school year. Informal interviews of parents also ensure that all parents are provided with appropriate and timely information in a language they can understand. Additional oral interpretation needs are determined by requests for oral interpretation at our Parent Orientation and Parent Teacher Conferences by teachers and parents, information received from our ENL teachers, and observation of parents of ELLs at our parent functions. Throughout the year, the Language Access Coordinator generates and reviews up-to-date ATS reports which indicate preferred languages for parents in our school community.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Information in ATS as per the Adult Preferred Language Report (RAPL) is as follows: 424 parents/guardians prefer spoken communication in English, 71 in Haitian Creole, 2 in French, 38 in Spanish, 9 in Arabic, 1 in Mandarin, 1 in Chinese and 7 in Urdu. 430 parents/guardians prefer written communication in English, 65 in Haitian Creole, 38 in Spanish, 9 in Arabic, 2 Chinese and 7 Urdu.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

PS 361 typically disseminates the following documents each year:

Parent Handbook (September)

Parent Orientation Night Announcement

Monthly Calendars

Monthly Newsletters

Parent-Teacher Conference Announcements (November, March, April)

Title III (February) Afterschool Program Information

NYSESLAT (May) and Gifted and Talented Test Information (November and January)

Other Letters from School Leaders

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

In 2015-2016, teachers of ELLs will schedule appointments to meet with parents /guardians of ELLs to discuss the goals of the program their child's language development progress, their child's English Language proficiency, assessment results, and language development needs in all content areas on Tuesday afternoons from 3:25-3:55pm (as per collective bargaining agreement) throughout the school year. PS 361 follows the DOE calendar and holds Parent Teacher Conferences twice a year (November and March). An additional face-to-face meeting is held with all parents of students who are not meeting grade level academic standards in April.

## **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

PS 361 is readily able to provide written translation to parents in Haitian Creole, Spanish and Arabic. 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 plan ahead and submit translation requests in a timely manner to the Department of Education Translation and Interpretation Unit (or to a DOE contracted vendor for languages the Unit does not cover) to assist us in providing written communication to parents (i.e. for the translation of letters, documents and forms) for all parents whose home languages are other than English so that all parents will have access to school information at the same time as English documents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

PS 361 is readily able to provide oral interpretation to parents in Haitian Creole, Arabic 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.

## **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The Language Access Coordinator (Assistant Principal) will facilitate the provision of language access services. Multiple copies of the Language Identification Guide will be made and distributed to office staff. Office staff will be trained in using the guide to help determine the language spoken by a parent. Over-the-phone cards will be distributed to school safety agents and they will be advised as to the procedures on how to obtain an interpreter for LEP visitors coming into the school. The DOE Translation & Interpretation Unit Over-the-Phone Interpretation Service information sheet and a copy of the "I Speak..." card will be distributed to all teachers and support staff and discussed at the beginning of

the school year faculty conference and once more during the school year to remind them of their responsibility to communicate with LEP parents and the resources available for them to do so.

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

A multi-lingual welcome poster will be posted near the main entrance of PS 361 and in a prominent location at the mini-building. Parents whose primary language is a covered language and who require language assistance services will be provided with written notification of their rights (Parents' Bill of Rights) regarding translation and interpretation services and instructions on how to obtain these services. All parents will be provided with the Expect Success Guide. 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 to ensure that parents are not prevented from reaching the office due to language barriers. The Language ID Guide will be kept at each security desk and in the main office.

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Feedback on the quality and availability of language assistance services provided to parents will be gathered via a survey distributed in May of each school year. Survey information will be reviewed with School Leadership Team members in June and adjustments made for the following school year, if warranted.