

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

**DBN: (i.e. 01M001):**                   **29Q360**

**School Name:**                         **29Q360**

**Principal:**                               **RYAN COOKE**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: PS 360Q School Number (DBN): 29Q360  
Grades Served: PK-5  
School Address: 199-10 112<sup>th</sup> Avenue, Queens, NY 11412  
Phone Number: 718-935-3610 Fax: N/A  
School Contact Person: Ryan T. Cooke Email Address: Rcooke3@schools.nyc.gov  
Principal: Ryan T. Cooke  
UFT Chapter Leader: N/A  
Parents' Association President: N/A  
SLT Chairperson: N/A  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): N/A  
Student Representative(s): N/A  
N/A

**District Information**

District: 29 Superintendent: Mr. Lenon Murray  
Superintendent's Office Address: 222-14 Jamaica Avenue, Room 217, Queens Village NY 11428  
Superintendent's Email Address: lmurray3@schools.nyc.gov  
Phone Number: 718-264-3146 Fax: 718-264-3148

**Borough Field Support Center (BFSC)**

BFSC: Queens Director: Marlene Wilks  
Director's Office Address: 8201 Rockaway Blvd., Queens, 11416  
Director's Email Address: Mwilks@schools.nyc.gov  
Phone Number: 718-281-3259 Fax: 718-281-3509

## 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)
Ryan Cooke	*Principal or Designee	
Robin Roth	*UFT Chapter Leader or Designee	
Ms. Sheree Gibson	*PA/PTA President or Designated Co-President	
TBD	DC 37 Representative (staff), if applicable	
TBD	Title I Parent Representative (or Parent Advisory Council Chairperson)	
TBD	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	
Ms. Ayana Austin	Member/ Parent	
Ms. Jessica Viera	Member/ Parent	
Ms. Joyce Turbanos	Member/ Parent	
Ms. Yolanda Sales	Member/ Parent	
Ms. Gina Fasano	Member/ Teacher	
Ms. Farhana Rahman	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ms. Robin Roth	Member/ Teacher/UFT	
Ms. Annette Perez	Member/ Teacher Chairperson	
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

PS 360Q is a public elementary school which will open in fall 2015. Initially, PS 360Q will serve Pre-K and Kindergarten. A grade will be added through 2020 to provide public school education for Pre-K through 5<sup>th</sup> grade students.

PS 360q will be located in building 892 which sits in St. Albans Queens. This building is a former Catholic school building which was renovated by the Department of Education to relieve overcrowding in the neighborhood. Our new school will be equipped with wireless Internet and interactive white boards. It will also have a gymnasium, STEM resource room, music suite, media center, full cafeteria and playground.

PS 360q seeks to nurture and challenge all students based on individual student readiness. Through an individualistic approach, student scholars will gain academic, social, and emotional skills required for personal and academic success. Student scholars will engage in meaningful learning experiences, including literacy that is integrated with the arts, math, social studies, and science. Our school will train students for continuing education by aligning to college and career readiness expectations.

All members of our school community will work together collaboratively to ensure an atmosphere highly conducive to academic advancement.

### **Vision**

PS 360q will be a place where student scholars strive for excellence academically, socially, and emotionally in a safe and supportive environment. All staff members will work in partnership with parents and the community to create an environment where student scholars are empowered to discern strengths and achieve maximum success. High expectations will be the standard for all.

### **Core Values**

#### **• Respect for diversity**

In order for our world to change, we must first accept our differences. We are all different and unique individuals who are part of different cultures. We must first recognize and accept our differences. We can then learn about each others differences and finally celebrate diversity.

#### **• Fostering life-long curiosity**

As educators, we adopt the mind set of lifelong learning. Our goal as an educator becomes to foster an intrinsically driven curiosity to "Know more" within students. We seek to teach children to:

I. **Learn to know-** students need to "Master" the application of knowledge, rather than simply acquiring information.

II. **Learning to do-** we must equip students for what they must know in order for them to be positive contributors to society, specifically their ability to be innovative and adapt to future work environments.

III. **Learning to live together, and with others** – students must learn to peacefully resolve conflicts, foster individual competence and capacity, and social inclusion.

IV. **Learning to be-** through meeting the academic, social, and emotional needs of students, we will provide an experience that makes a huge contribution to students' complete development: mind, body, intelligence, sensitivity, and aesthetic appreciation.

- Working collaboratively for excellence

**In our strive for excellence, students and staff alike must constantly be in the mindset of “Learning to Learn”**

## 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.

PS 360q is a brand new school that will open in September 2015. Initially we will have 2 sections of Pre-Kindergarten and three sections of Kindergarten. There are no long-term trends to assess or analyze based on State or School data. Therefore, our needs assessment is based on data gathered and averaged from district elementary schools such as Quality Review, School Surveys, and Measure of Student Learning (MOSL) data as reported by the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED).

An average of the MOSL results for local schools indicated on average 80% of all students are performing at levels 3 & 4 which is a downward trend from Kindergarten to 3<sup>rd</sup> grade. Also, the NYSED English Language Arts (ELA) results indicate a growing achievement gap between Caucasian students and students of color.

Overall, the MOSL results indicate an average of 80. However, the Math results reveal a different trend than ELA. Kindergarten students who scored a 3 or 4 is around 92%. There is a dip in first grade to 81%. A plan to combat this drop will also be a part of our plan for incoming students.

### 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.

By June 2015, 95% of Kindergarten students will increase three levels in the Developmental Reading Assessment Second Edition Plus (DRA2+).

### 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>ELA – Reading</p> <p>Our Curriculum will focus on Units of Study where students will read and be read both fiction and non-fiction books. The theme of each unit is designed around our social studies topics so that students will be learning literacy skills and content through each unit. Foundational skills include letter and sound recognition and decoding and comprehension strategies</p> <p>Resources:</p> <p>CoreKnowledge , Foundations, Guided Reading Books, Big Books, Picture Books, Readinga-z.com online, Brain Pop,</p> <p>Reading Assessments:</p> <p>Developmental Reading Assessment (DRA), F/P Benchmark System, Sight Word List, Pre-K &amp; Kindergarten grade level bench mark assessment , NYC Performance Assessments (Baseline, Midline, Endline)</p>	<p>All pedagogical staff</p>	<p>September 2015 – June 2016</p>	<p>Principal, teaching coach, consultants, lead grade level teachers as designated by the principal</p>
<p>During weekly meetings, we will focus on building capacity by providing specific training for our staff based on quantitative and qualitative data generated from initial planning conferences, class performance assessment data, observation feedback, and pedagogue interest. Model and demonstration sites (classrooms) will be established on each grade to provide practical experience.</p> <p>Professional development will be continuous and reflective. Study groups, grade level teacher meetings and workshops where participants plan for best practices which will lead to student achievement.</p>	<p>All pedagogical staff</p>	<p>Sept. 2014 – June 2015</p>	<p>Principal, staff developers, consultants, lead teacher</p>

<p>PS 360 values a strong home-school partnership. We plan to cultivate and celebrate this partnership through outstanding participation in the community. Our Community Assistant will foster close relationships with parents by establishing himself/herself as a strong resource through daily positive interactions, the facilitation of workshops, seeking and distributing summer resources for students and maintaining a link to the CDEC and district.</p> <ul style="list-style-type: none"> <li>• Engrade Plus, an online parent/teacher communication portal and our new school website will allow parents to access assessment scores and communicate with school staff. Parents will also be able to access vital school information such as: “Principal’s weekly”, our school calendar of events, information on upcoming workshops, trips, minutes from meetings, weekly highlights, etc.</li> <li>• Global Connect: the school will communicate special events, report absences, lateness and other important information for families.</li> <li>• With guidance from the district, administration and the school Community Assistant, PS 360 will establish an active Parent Teacher Association (or Parent Association) which will be successful in reaching families and inviting them the attend meetings and workshops.</li> <li>• The administration and Community Assistant will implement family education programs to help parent’s better assist students, further their own education, and become active school participants.</li> </ul>	Parents	Daily parent interactions, PTA meetings, SLT meetings; from Sept. 2015 – June 2016	Principal, Community Assistant, PTA board, SLT Members, classroom teachers
<p>Parent Engagement: Parents are invited to visit classrooms with notice Monday through Friday.</p> <p>During PTA meetings, the principal will address parents with important school announcements and lead an open forum for parents to comment/ask questions in order to address any concerns they may have in general.</p>	Parents	Ongoing from Sept. 2015-June 2016	Principal, classroom teachers

**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>The human capital and instructional resources required are: securing contracted consultants, hiring of school based Community Assistant and Staff Developer, professional texts, extensive classroom libraries (leveled &amp; by genre) and instructional materials.</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		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.

Throughout the school year, data will be collected by student, class, and grade across three benchmarks (Sept/Oct, Dec/Jan and May/June) in the areas of literacy and math. This data will be scrutinized and guide our school with regard to instructional decisions such as academic intervention services, other support services, student promotion, assessment, etc.

1. In Pre-Kindergarten, the Principal will work with the staff developer and Pre-K teachers to craft baseline, midline, and end line assessments in Literacy and Math.
2. Students in Kindergarten will be assessed in Literacy using two assessments: the Developmental Reading Assessment, Second Edition, PLUS (DRA2+) and the NYC Performance Writing Assessment. The DRA2+ is a formative reading assessment in which teachers are able to systemically observe, record, and evaluate changes in student reading performance. The NYC Performance Writing Assessment will assess students writing ability and graded through the Traits rubric.

**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.

#### QR Indicator # 1

- Our school working group has established two long-range goals. The first goal is to provide effective early prevention programs that will promote positive student growth socially, emotionally, and academically. The second goal is to provide positive intervention strategies for school staff and parents for students who require additional support.

We seek to create a school culture where all staff members and students reinforce positive behaviors. This will include:

- o Reinforcing and strengthening student’s social and play skills such as taking turns, waiting patiently, asking politely, sharing with others, helping peers, and complementing when appropriate.
- o The promotion of students’ abilities to “Self-regulate” and effective problem solving.
- o Highlight emotional awareness by recognizing feelings and different opinions.
- o The promotion of our goal of striving for academic excellence

High Level of Instructional Rigor: As we add grades and our population increases, student needs will become more diverse. Instruction will be adjusted as needed in order to ensure access to all learners. In order to ensure continued rigor and ensure student engagement, learning activities and instructional approach will be differentiated based on student readiness and learning styles.

All school staff will also maintain open lines of communication with families to ensure our Home-to-School partnership remains strong. Families will be clear with expectations for school, classrooms, and curriculum. We seek to create a environment where students and teachers feel safe, supported, and challenged.

### **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.

By June 2016, 80% of Pre-Kindergarten and Kindergarten students will demonstrate effective peer academic conversations during instruction as measured by Indicators for Engagement from the Danielson Framework through formal and informal observation by administration and peers.

**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>Teacher inquiry groups will analyze student work samples based on standards and discuss and support student engagement through differentiation and positive behavior intervention.</p>	<p>Pedagogical staff</p>	<p>September 2015-June 2016</p>	<p>Principal, staff developer, classroom teachers</p>
<p>Pedagogical staff will receive consistent formal and informal feedback from the principal with applicable strategies to strengthen student engagement and peer interaction.</p>	<p>Pedagogical staff</p>	<p>September 2015-June 2016</p>	<p>Principal, classroom teachers</p>
<p>Classroom teachers will post weekly homework assignments, assessment scores, and other important information on Engrade Plus or the school website. Teachers will also offer parent workshops, etc.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Principal, teachers</p>
<p>High-need subgroups (SWD/Bottom third) will be supported by the addition of an “F-status” literacy/math specialist.</p>	<p>students</p>	<p>September 2015-June 2016</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>In order to implement these action items, our school will have to provide time to the data specialist/staff developer to upload data for the website and assist teachers with Engrade+, secure an “F-Status professional who specialized in early childhood education with a concentration in literacy, classroom teachers, support staff, and specialty teachers.</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		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.

Throughout the school year, data will be collected three times a year (Sept/Oct, Dec/Jan and May/June) in the the content areas of mathematics and literacy. This data will be analyzed and utilized to drive instructional practice, intervention services, support services, student promotion, etc.

Students in Kindergarten will be assessed in Literacy using two assessments: the Developmental Reading Assessment, Second Edition, PLUS (DRA2+) and the NYC Performance Writing Assessment. The DRA2+ is a formative reading assessment in which teachers are able to systemically observe, record, and evaluate changes in student reading performance. The NYC Performance Writing Assessment will asses students writing ability and graded through the Traits rubric.

**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.

#### QR Indicator # 4

- Teachers will receive frequent, specific, and timely feedback from the principal and support from the staff developer across Danielson domains and components. A district talent coach will visit our school and provide support for the principal with regard to accuracy and meaningful low-inference observation feedback.
- New teachers will receive mentoring support from an experienced pedagogue. Throughout the summer and at the beginning of the school year, the principal will meet with teachers for initial planning conferences. Teachers will have an opportunity to self-assess and reflect on their practices. Based on dialogue, professional goals will be developed. These goals will be revisited through observation feedback and several “Check-in’s” during the year.

As we open this new school and expand through 2020, it is imperative that the goal for school staff continues to be the development of a sense of strong, cohesive school culture and the philosophy that all stakeholders are a part of a community of learners.

### 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.

By June 2016, 100% teachers will increase their knowledge of the Danielson Framework as measured by both informal and formal observations.

### 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 teacher-parent collaborations to improve student achievement.</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>New staff will participate in ongoing cycles of professional development and coaching with our school staff developer. This experience will deepen teachers knowledge of the Danielson Framework, student progress monitoring, and best practice in order for them to grow as a professional and meet the needs of their students.</p>	<p>New pedagogical staff</p>	<p>October 2015-June 2015</p>	<p>Principal, staff developer, teachers</p>
<p>The school Professional Development Committee, which consists of a teacher representative of both Pre-K and Kindergarten, the staff developer, along with the principal; will plan a professional development schedule that will allow teachers to turnkey information to all teachers in their selected area of expertise.</p>	<p>All pedagogical staff</p>	<p>September 2015-June 2016</p>	<p>Principal, staff developer</p>
<p>Teachers will get two consecutive periods of grade-level common planning time per week in order to foster collaboration and coherence amongst teachers.</p>	<p>All pedagogical staff</p>	<p>Common planning time; September 2015-June 2015</p>	<p>Principal, staff developer</p>
<p>All school staff will participate in in-house professional development including literacy planning, social studies, science and math with the staff developer and principal.</p>	<p>All pedagogical staff</p>	<p>Common planning time; September 2015-June 2016</p>	<p>Principal, staff developer, classroom 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>In order to implement this, we require contracted consultants, staff developers, classroom teachers, support staff, and specialty teachers.</p>										
<p>Additionally, scheduling these blocks of time may require per-diem sub coverage.</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>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21<sup>st</sup> Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

## **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.

During the 2015-2016 school year, qualitative and quantitative data will be collected throughout the school three times a year (Sept/Oct, Dec/Jan, and May/June) in the areas of mathematics and literacy. This data will be analyzed in order to make instructional decisions regarding instructional approach, required interventions, support services, student promotion, and evaluation.

1. In Pre-Kindergarten, the Principal will work with the staff developer and Pre-K teachers to craft baseline, midline, and end line assessments in Literacy and Math.
2. Students in Kindergarten will be assessed in Literacy using two assessments: the Developmental Reading Assessment, Second Edition, PLUS (DRA2+) and the NYC Performance Writing Assessment. The DRA2+ is a formative reading assessment in which teachers are able to systemically observe, record, and evaluate changes in student reading performance. The NYC Performance Writing Assessment will assess students writing ability and graded through the Traits rubric.

**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.

Effective communication is central to the success of a school. Part of creating an effective school community is establishing an open door policy with families and staff and empowering teachers to be lifelong learners. It is also crucial for the success of adult learning to provide teachers with a menu with regard to professional development and areas of growth ultimately leading to increased student achievement.

**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.

By June 2016, 100% of teachers, in collaboration with the principal, will identify an area for professional growth and attend at least three professional developments around this area of growth.

**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>Strategies to promote parent leadership and engagement as a key lever for school improvement.</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>Experienced teachers will participate in a school wide teacher leadership program. This one year program will build the capacity of teacher leaders</p>	<p>Grade level teacher leaders</p>	<p>October 2015 – June 2015</p>	<p>Principal, UFT chapter leader, staff developer</p>

<p>to develop their instructional and facilitative leadership skills.</p> <ul style="list-style-type: none"> <li>• These teacher leaders will be trained to lead and facilitate teacher teams that will analyze student data and work to improve instructional practice within the building based on the Common Core.</li> <li>• Teacher leaders will be trained to utilize research-based practices aligned to the Quality Review Rubric, specifically in the areas of professional growth and critical reflection.</li> <li>• Teachers will gain experience in peer coaching and the use of the Danielson to support their colleagues as we add additional staff to our school</li> </ul>			
<p>Professional Development focus groups lead by teachers and inquiry work during weekly professional development periods.</p> <p>These workshops will draw from teacher’s interest, including the use of differentiation to support student learning. School wide inquiry work will also focus on inclusive classrooms that meet the needs of diverse learners.</p>	All pedagogical staff	Monday afternoons	Principal, teachers
<p>Parent workshops will be held on how data drives instruction, supporting your child’s reading and math education in the home, AIS/RTI services for students who are at risk, etc.</p> <ul style="list-style-type: none"> <li>• Family Exhibit Night</li> <li>• Literacy Night</li> <li>• Math Night</li> <li>• “Parent’s Weekly” submissions regarding school initiatives</li> </ul>	Parents	Daily during parent engagement, PTA meetings, SLT meetings; from September 2015- June 2016	Principal, community assistant, PTA Board, SLT Members, classroom teacher

**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>The resources required to successfully implement this include staff developers, classroom teachers, community assistant and support staff</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		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.

The Professional Development Committee will create a calendar specific to these activities and review the school master calendar for teacher participation rates, activity evaluations for effectiveness, and the artifacts from activities.

**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.

#### QR Indicator #2

We seek to involve all parents as active participants in our school. Our goal is for 98% of parents to attend parent teacher conferences during the 2015/2016 school year, and 85% of our parents to participate in at least two school events during the school year. We will establish a “Parents as Learning Partners” program where we expect 35-40 to participate on a monthly basis. This program will allow parents to participate in their child’s classroom for up to 45 minutes during instructional time, followed by an open-forum during “Tea with the Principal”. We also seek to ensure parents will be active in our schools development. The PTA Executive Board and the SLT will work collaboratively with the administration to complete the CEP moving forward, plan workshops, field trips, welcome new families, and help develop the afterschool program.

### 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, 85% of families will have attended at least two school wide events or Parent Teacher Association activities.

### 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 stronger family and community ties and to increase parent involvement in support of improved student outcomes.</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>Parent workshops will primarily be based on surveying the parent population along with how data drives instruction, supporting children's reading/math at home, RTI/AIS for struggling students, etc.</p> <ul style="list-style-type: none"> <li>• Family Exhibit Night</li> <li>• Curriculum Night</li> <li>• Parent's Weekly publication submissions regarding school initiatives</li> <li>• CBO relationships and enhancing our relationship with the community</li> <li>• Monthly PTA meetings that highlight school initiatives</li> </ul>	<p>Parents</p>	<p>During parent engagement period, PTA meetings, SLT meetings; from September 2015- June 2016</p>	<p>Principal, parent coordinator, PTA Board, SLT Members, classroom 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>The resources required to so successfully integrate these initiatives include staff developers, classroom teachers, support staff, specialty teachers.</p>
<p>In addition, the scheduling blocks of time for meetings requires per-diem subs for coverage.</p>

<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		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**

<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>By the end of January 2016, the School Leadership Team (SLT) will review parent workshop attendance sheets from the Parent Teacher Association (PTA) Board to calculate parent participation in parent engagement events.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	DRA Reading levels, Performance assessment Data, Teacher observations, Foundations assessments	<p><b>Foundations:</b></p> <p>Wilson Foundations for Kindergarten is a phonological/phonemic awareness, phonics and spelling program for the general education classroom. Foundations is based upon the Wilson Reading System principles and serves as a prevention program to help reduce reading and spelling failure.</p>	<p><b>Foundations:</b></p> <p><b>Tier I:</b></p> <p>The Wilson research-based Foundations program is implemented daily for approximately 30 minutes as part of the word study block within the general education classroom as part of the core curriculum in Grades K-1.</p>	<p><b>Foundations:</b></p> <p>Services are provided during the school day.</p>
<b>Mathematics</b>	Math Baseline Assessment, Teacher Observations	<p><b>Go Math:</b></p> <p>Go Math integrates written resources and computer software. The program provides a foundation for teachers to teach children basic mathematics concepts through games.</p> <p><b>Small Group Math Support</b></p> <p>Small group support will be provide to students at-risk once or twice a week to re-teach critical concepts or lessons from the prior week as well as</p>	<p>Classroom teachers will implement this program in their classrooms. Additional support and resources are a part of the program. Students requiring additional support will receive AIS services by either the Staff Developer or “F-Status” teacher.</p> <p><b>Small Group Math Support</b></p> <p>The Staff Developer and “F-Status” teacher will work with groups weekly.</p>	<p><b>Mathematics</b></p> <p>Services are provided during the school day.</p> <p><b>Small Group Math Support</b></p> <p>Support will be provided during the school day in and out of the classrooms</p>

		support grade level standard achievement.		
<b>Science</b>	Science benchmarks, teacher observations	Students will improve in the area of conceptual understanding through hands-on experiences and inquiry	Classroom teachers and the staff developer will provide support for students during the school day in literacy integrated into science (content). During skills periods, service providers will work with students in small groups based on assessment data.	Services will be provided during the school day
<b>Social Studies</b>	Social Studies projects, teacher observations	Pre-Kindergarten and Kindergarten students will improve self-awareness, families and different cultures, neighborhoods, and communities. Through literacy, students will learn about the events and individuals that shaped our world.	Classroom teachers and the Staff Developer will provide support to students during the school day through literacy integrated into Social Studies (content area). Additionally, the AIS provider will work with students in small groups during the school day.	Small group and individual instruction will be provided during the school day.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	RTI referrals from classroom teachers	Academic Intervention Services will be offered by our staff developer and "F-Status" AIS teacher several times per week.  We will also refer parents to programs provide by the Office of School and Community Partnerships.	Small group and individual instruction will be provided as needed on a daily basis to students in tier 2 & tier 3 (RTI).	Services provided during the school day.

## 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>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</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.

#### **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).

### 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.).

**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.

**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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$605,378.00		

**<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) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 360Q**, 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 360Q** 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 360Q**, 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.

**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>29</b>	Borough <b>Queens</b>	School Number <b>360</b>
School Name <b>TBD</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>Ryan Cooke</b>	Assistant Principal <b>NONE</b>
Coach <b>NONE</b>	Coach <b>NONE</b>
ENL (English as a New Language)/Bilingual Teacher <b>NONE</b>	School Counselor <b>NONE</b>
Teacher/Subject Area <b>NONE</b>	Parent <b>NONE</b>
Teacher/Subject Area <b>NONE</b>	Parent Coordinator <b>NONE</b>
Related-Service Provider <b>Robin Roth</b>	Borough Field Support Center Staff Member <b>Natifa Morris</b>
Superintendent <b>Lenon Murray</b>	Other (Name and Title) <b>Beverly Mitchell</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	0	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
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 <b>not</b> 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)	61	Total number of ELLs	0	ELLs as share of total student population (%)	0.00%
--	----	----------------------	---	---	-------

# 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 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 <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 type="checkbox"/>	No <input checked="" 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
<b>Dual Language</b>	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>	0	<b>Newcomers</b> (ELLs receiving service 0-3 years)	0	<b>ELL Students with Disabilities</b>	0
<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	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	0	0	0	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: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

**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																		
SELECT ONE	0	0																	0	0
SELECT ONE	0	0																	0	0
SELECT ONE	0	0																	0	0
<b>TOTAL</b>	<b>0</b>																			

\* 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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	<b>0</b>									

**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	0													0
Chinese	0													0
Russian	0													0
Bengali	0													0
Urdu	0													0
Arabic	0													0
Haitian	0													0
French	0													0
Korean	0													0
Punjabi	0													0
Polish	0													0
Albanian	0													0
Other	0													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)	0													0
<b>Emerging</b> (Low Intermediate)	0													0
<b>Transitioning</b> (High Intermediate)	0													0
<b>Expanding</b> (Advanced)	0													0
<b>Commanding</b> (Proficient)	0													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	0													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)	0							
Chinese Reading Test	0							

**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.  
 PS 360 will use the Teacher's College Reading and Writing Project (TCRWP [lower grade]) and the DRA and/or running records, as well as the Rigby ELL Assessment Kit (upper grade to 5th) to assess students in grades K-5 in reading and literacy growth. These assessments will be administered twice a year along with informal ongoing assessments such as IRAs (informal reading assessments) teacher observations, running records, conference notes, and unit assessments. All students, including ELLs, are assessed using the same tools. The results from these assessments will be used to drive instruction. From this data, teachers will be able to derive instructional foci, determine which reading strategies each child needs to work on, determine their independent and guided reading levels, and plan literacy lessons. Also, teachers will be able to effectively differentiate instruction for each student.  
  
 Kindergarten teachers use a variety of methods of instruction to meet the needs of all students. Some methods are shared reading, read aloud, literacy centers, guided reading, and word study. During shared reading, teachers use large picture books with predictable patterns. Shared reading helps students to learn reading strategies and language skills. Students use the strategies they learned in shared reading independently to become better readers. During read aloud, teachers model and act out what a proficient reader does, and how they think while reading. In guided reading, teachers meet with students to help them use the strategies and skills they have learned through watching, listening, and participating in read alouds and shared reading. All teachers and students in all grades are also focusing on common core standards RL2 and RI2. Teachers across grades will help students to find the author's message or theme of the text, and main idea. Teachers use a variety of strategies to help students find the message, theme and main idea and succeed with RL2 and RI2 including success criteria & a success criteria continuum for self assessment, theme boards, sets of books with similar messages, graphic organizers, etc.  
 \*\*Quantitative data for grade K is not available. Assessments will be finished in early November 2015. Numbers and percentages will be added at a later date.\*\*
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 PS 360Q is a new choice elementary school in district 29. There is no existing data. An analysis of Spring 2015 NYSESLAT data from neighboring school with a similar population showed [average], Grade K, 4 (6%) scored entering, 9 (14%) scored emerging, 9 (14

%) scored transitioning, 33 (52%) scored expanding, and 8 (13%) scored commanding.

The vast majority of entering & emerging ELLs were classified as newcomers (94%), the remaining 2 students at the emerging level who are developing ELLs are both students with disabilities. Additionally, many of the children (80%) who were developing ELLs are children in Special Education.

According to the NYSITELL scores for 2015-2016, in kindergarten, 18 (21%) scored entering, 10 (12%) scored emerging, 10 (12%) scored transitioning, 16 (19%) scored expanding, and 32 (37%) scored commanding.

In all, neighboring school's with similar populations - total ELLs for the 2015-2016 school year, 14% of students in all grades are at the entering level, 14% are at the emerging level, 17% are at the transitioning level, and 55% are at the expanding level.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

In the future, PS 360 will use information from the Annual Measurable Achievement Objectives (AMAO) Estimator to see students who have or have not made progress on the NYSESLAT, to track who has achieved proficiency on the NYSESLAT, to gauge students' performance on ELA and Math exams, to determine risk factors for children, and to see the school's progress and whether we reach AMAO targets.

Additionally, PS 360 will project our AMAO status through the following school year, allowing teachers to track factors that have been shown to lead to both risk factors and academic achievement. The information will also be used to focus on the progress toward achievement of proficiency for specific subgroups of ELLs and design effective instructional programs and/or interventions for those students.

Because PS 360Q is a new school, There is no data to indicate that PS 360 meet or did not meet AMAO 2 or would meet AMAO 2 in the 2016-2017 school year.

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?

N/A

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 360 will use data to guide instruction for ELLs within the Response to Intervention framework. Classroom teachers currently use various assessments to collect data on student performance in literacy and math. Teachers utilize DRA, running records, teacher created assessments, observations, and reading and writing conferences to assess students' literacy skills and progress. Based on the results of these assessments, students are provided with various literacy academic intervention services, such as individual and small group work with the teacher within the classroom, and small group push in and pull out literacy services provided by our academic intervention specialists in reading. Eventually, we also offer extended day services for students in small groups as well for children who are struggling with making progress in literacy. Teachers also use various classroom math assessments in order to assess children's math skills, primarily the math assessments used in our Go Math program, teacher created math skills assessments, and math problem solving exemplars. Based on the results of these assessments, children in need of supplemental services to improve their math skills are provided with academic intervention services provided by our AIS specialists during the school day. Students may also work individually with the teacher or in small groups with similar needs during the regular school day with the teacher.

Additionally, newcomer and beginner English Language Learners, as well as all ELLs who are literate in their first language, will be offered native language support to assist them in math and science. We provide children with the bilingual glossaries offered by the DOE and bilingual dictionaries in order to provide them with terminology in their native language in the content areas.

Lastly, in the future children who score proficient on the NYSESLAT and are commanding ELLs will be provided with small group literacy AIS support as well as they transition to a general education classroom with the support of the ENL teacher for 2 periods a week for a two year period after scoring commanding on the NYSESLAT..

6. How do you make sure that a student's new language development is considered in instructional decisions?

Teachers at PS 360 are always aware of and sensitive to a child's new language development, and the effect that development should have on their instructional decisions. In the future, the ENL teacher assigned will group students for ENL classes by grade and by level. In this way, students will be grouped together with children that have similar language and literacy needs. Further, teachers will group students for small group instruction by reading level and proficiency level in order to provide like students with support that is appropriate to their level. In the ENL classroom, a child's second language development will always be taken into consideration in instructional decisions. ENL teachers will ensure that their curriculum provides scaffolding to ELLs (through the use of graphic organizers, themed study that builds vocabulary while taking into account prior knowledge, brainstorming as a class before independent work, etc.), will create comprehensible input (through the use of visual supports and careful language used in

explanations), build vocabulary and language (through specialized vocabulary building activities, a focus on grammar and structure), and utilize differentiated techniques (ie, differentiated graphic organizers, careful grouping of students by reading level and language proficiency level, etc.) Teachers will assess students literacy and language progress through various assessments (ie. holistic rubrics, literacy checklists and student self-assessments) throughout the year as well, in order to ensure that data and student progress inform instruction.

Classroom teachers will attend professional development that will inform them of the effect that a child's language development has on reading, and therefore reading assessments, so classroom teachers will be attune to the impact of second language acquisition on a child's literacy development. Teachers also will confer closely with ENL teachers assigned and literacy coaches, and will be well aware of the specific academic, linguistic, and literacy characteristics of English Language Learners. ENL teachers will provide professional development for classroom teachers on specific methods and strategies that work well with English Language Learners, and classroom teachers will integrate these methods into their classroom teaching (ie. use of visuals, gestures, pictures, careful language, graphic organizers, small group work, etc.) Classroom teachers will use a Universal Design for Learning in order to provide ELLs with multiple entry points in all classroom work, and to assist them in making the Common Core Standards and expectations acceptable to them. Additionally, classroom teachers will become adept at modifying class work for newcomer and beginner ELLs in order to ensure that they are involved in grade-level appropriate learning and production, but on a level that is linguistically appropriate for them. A child's language proficiency level and second language development will always be taken into account in instructional decisions.

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?

N/A - We are a new school that services Pre-K and Kindergarten this year. We will grow one grade every year until we get to 5<sup>th</sup> grade.

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

In order to assess the success of our programs, we will employ many different assessment tools. ENL teachers will assess ELLs throughout the school year. ENL teachers will set group goals that are common core standards based and appropriate for the groups' proficiency levels in reading, writing, listening, and speaking, as well as individual goals for each student based on writing evaluations, reading conferences, oral language assessments, and observations. Teachers also will help students reach goals set in their classrooms through integrated programming. ENL teacher(s) assigned will work closely with classroom teachers in order to best support ELLs in their content studies. In order to assess whether students have met their goals, teachers will look at student work, score writing pieces on a holistic rubric, evaluate oral language based on a holistic rubric, and refer to a reading strategy checklist. All rubrics and checklists will come from the Rigby On Our Way to English program. Instructional decisions will be based on goals set for each group, individual goals, and student performance on various assessments and general student work.

ENL teachers assigned will also articulate frequently with classroom teachers about the progress and performance of ELLs in the mainstream classroom and content areas. Teachers will share information, assessment data, conference notes, student work, and observations about students in order to best assess their needs and plan future instruction to meet the needs of ELLs.

Based on the NYSESLAT we will also be able to evaluate the success of our ENL program. A useful tool for us will be the AMAO estimator. We will analyze students' test scores by looking at their performance on Listening & Speaking and Reading & Writing. We will compare students' scores with how they performed the year before, and determine whether or not they have made growth and improvements from year to year. In our experience prior to opening PS360, many students reach proficiency in English in 3 years. Many students who do not move up in proficiency level over the course of 2 years are generally students who have been classified as students with special needs.

Also, we will look at the ways in which students are performing well, and in what areas they need extra support. Support in all 4 of the language modalities is important, but for this reason our program and instruction will provide extra support for students in the areas of reading and writing, while still promoting oral language development. The ENL program will integrate balanced literacy components such as shared reading, read aloud, guided reading and reading strategies, small group support, guided writing, the use of graphic organizers, etc. ENL teachers assigned will conference with students during independent reading and morning conferences as well as about their writing both in the classroom during integrated instruction and during the stand alone ENL periods.

ENL teachers and classroom teachers will also use the strategies and techniques in the success criteria RL2 continuum to help build assessment capable learners. Teachers will prepare students for the NYSESLAT exam with explicit test preparation and skills such as going back to the passage, answering various kinds of questions, and adding details to writing during the month prior to the exam.

## 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.

A fully certified ENL teacher assigned will conduct the interview with the parent and the child in English or in the native language. The fully certified ENL teacher assigned who conduct the interviews are as follows: (to be determined). Translators will be present at the informal interview for parents who need help in their native language. The translators used are as follows: (to be determined). We also will use the Translation and Interpretation unit, offered by the DOE, for over-the-phone translations for languages that are not represented in the school staff. Parents, with the help of the fully certified ENL teacher assigned will fill out the Home Language Identification Survey (HLIS) in English or in the native language.

The fully certified ENL teacher assigned will determine eligibility for NYSITELL, Spanish Lab, and LENS testing (after SIFE questionnaire) based on the HLIS as well as an interview in English and the native language with parents/family/guardian and the child. If the child’s home language is one other than English, the ENL teacher will administer the NYSITELL within 10 school days. Students who speak Spanish will also be given the Spanish LAB. Any child who may be identified as SIFE would be administered the LENS (within 30 days of enrollment). Students who are entitled to ENL service, as per NYSITELL exam will receive English instruction in a program of their parent’s choice throughout the school year.

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).

If a child, within 30 days of enrollment, exhibits qualities of a SIFE student (functioning 2 years below grade level in math, may have had interrupted schooling/2 years less schooling than their peers, may be pre-literate in their native language, and their school work indicates the above listed qualities, a fully certified ENL teacher assigned would administer the SIFE questionnaire to that child. If it is determined that they may be SIFE students, the fully certified ENL teacher assigned would administer the LENS to the child. If the child is determined to indeed be a student with interrupted formal education (SIFE) the child would be provided with appropriate supports in order to help them succeed. Such support would include continued ENL support from a fully certified ENL teacher assigned, bilingual supports, and academic intervention services in the appropriate areas.

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).

When a child enrolls for the first time (or after an absence of 2 years or more) in NYC schools with a pre-existing IEP and their home language is determined to be other than English via the administration of the HLIS and the parent and child interview, their NYSITELL eligibility must be determined by the Language Proficiency Team. The LPT is comprised of R. Emmanuel-Cooke (Principal), Annette Perez (Literacy Specialist), Robin Roth (IEP Teacher/Resource Room Teacher), TBD (ESL teacher), the child’s parent, and a translator (either from in-house staff or from the over-the-phone translation unit).

The LPT team would first determine the child’s home language. Next, the LPT team would review the student’s history of language use in the school and home or community, the results of their bilingual assessment for special education identification, and student work, evidence, and other information provided to the CSE as to whether the student’s disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

Based on the evidence, the LPT will determine whether the student may have second language acquisition needs or whether the student’s disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the team determines the child does, indeed, have English language acquisition needs, the NYSITELL would be administered. If the LPT determines the child does not have language acquisition needs, the recommendation would be sent to the principal for review. The principal would accept or reject the recommendation. If the principal determines the NYSITELL should be administered, the NYSITELL would be administered. If the principal accepts the recommendation not to administer the NYSITELL, the superintendent would make the final decision. Finally, the decision is recorded on the Language Proficiency Team NYSITELL Determination Form.

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.

Using these results of the NYSITELL (RFLG, the RLER and the RLBA reports) we will determine which children need to receive entitlement letters. The Parent Survey and Program Selection forms (as well as Continued Entitlement letters, Non-Entitlement, and Program Placement letters) will be sent home in English and in the native language. ENL teachers Assigned will collect and keep a copy of the returned forms on file, organized by grade and program choice, and place the original forms in the child’s cumulative record attached to their Home Language Identification Survey. Forms will be sent home to parents with the children or by mail, handed directly to parents at morning drop off or afternoon pick up, parents may be called and a time may be scheduled for them to pick up the form, and extras are available at parent orientation if necessary. Forms will be collected as follows: students will return their forms to school; parents will return the program selection form at parent orientation meetings; extra forms will be available at parent orientation meetings to ensure that parents receive and return them; ENL teachers assigned will meet parents at dismissal and retrieve surveys; extra forms will be available at Parent-Teacher Conference for parents to fill out; forms will be sent home via certified mail;

and ENL teachers will use over- the –phone translation if necessary to ensure the return of the Program Selection Form. Returned forms will be stored in a binder organized by grade. Within the grade, they will be further organized by parent choice and by language. In this way, we will be able to easily track the choice that parents made, what language they speak, and the number of requests to open other programs. If a child does not return a program selection then the default choice is Transitional Bilingual Education (TBE).

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 that they have the right to appeal ELL status within 45 days of enrollment in the entitlement letter that we will send home within 5 days of ELL identification. This letter and notification will be sent in both English and the parent's native language.

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.

Parents of the children who are entitled to ENL service, as per NYSITELL exam, will receive the translated entitlement letter in the appropriate language within 10 days of the child's entry in school. Additionally, within the first 10 days of school, parents will be invited to attend a parent orientation meeting.

We will conduct parent orientation meetings on an as needed basis throughout the year (within 10 days of the child's arrival, HLIS administration, eligibility identification for NYSITELL testing, NYSITELL administration, and identification as an ELL). Translators (listed above) will be present at the meetings, and a video will be available in many languages describing the choices available in New York City. Informational pamphlets and materials will be provided in many languages that address the program options. Parents will be given the opportunity to ask questions about the ELL identification process, the program options, methods of instruction, general questions about our school and school system, etc. Our community associate will play a part in communication with parents, in addition to the administration, translators and ENL teachers assigned whenever parents need clarification on any issues. If parents do not attend the meetings, we will make calls home using the over-the –phone translation service provided by the DOE to make sure that they understand the choices available to them. ENL teachers will also conduct one-on-one parent orientations if necessary within ten days of a new student's arrival. ENL teachers assigned will sit with the parent, share brochures about our language programs in their native language, watch the informational DVD with them, go over the parent program selection form and their choices, and answer any of their questions. Translators will be present when available, otherwise, the teacher will use the over-the-phone translation service.

The pedagogues' explaining the program choices and conducting the meetings are TBD.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parent Surveys and Program Selection Forms will be collected as follows: students return their forms to school; parents return the program selection form at the parent orientation meetings; extra forms will be available at the parent orientation meeting to ensure that parents receive and return them; ENL teachers assigned will meet parents at dismissal and retrieve surveys; extra forms will be available at Parent-Teacher Conference for parents to fill out; forms will be sent home via certified mail; and ENL teachers assigned will use over- the –phone translation if necessary to ensure the return of the Program Selection Form. Returned forms will be stored in a binder. Forms will be organized by grade. Within the grade, they will be further organized by parent choice and by language. In this way, we will be able to easily track the choice that parents made, what language they speak, and the number of requests to open other programs. If a child does not return a program selection then the default choice is Transitional Bilingual Education (TBE).

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. In the instance that a form is not completed and returned, the names of the parents will be recorded and stored in the front of returned forms binder. In order to try to collect the forms, ENL teachers assigned will meet parents at dismissal to discuss and/or retrieve surveys; extra forms will be available at Parent-Teacher Conference for parents to fill out; forms will be sent home via certified mail; and ENL teachers assigned will use over- the –phone translation if necessary to ensure the return of the Program Selection Form. If a child does not return a program selection then the default choice is Transitional Bilingual Education (TBE). A letter will be sent home to notify the parent of this.
9. Describe how your school ensures that placement parent notification letters are distributed. After a child is identified as eligible for NYSITELL testing based on the HLIS and parent and child interview, administered the NYSITELL, identified as an ELL, the parent will be sent the Parent Survey and Program Selection form. After the parent has been invited to attend the parent orientation and the Parent Survey and Program Selection form is returned, a fully certified ENL teacher assigned will then sends the placement parent notification letters home with the child.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Students' original HLIS and Program Selection forms will be stored in their cumulative record folders. A copy of the HLIS and Program Selection form will also be stored in a binder, organized by grade and by program choice. Additionally, copies of the Parent Survey

will be kept in a folder in the ENL files. A copy of the non-entitlement letters will be kept in a folder in the ENL files. Continued entitlement letters will be distributed to students, taken home, signed by parents, returned to the ENL teachers, and kept in a folder organized by grade in the ENL files.

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.

ENL teachers use their student rosters, and the RLER report to determine NYSESLAT eligibility. All students who should be administered the NYSESLAT exam are identified in grades K-5. Each child in the program is administered the New York State English as a Second Language Achievement Test (NYSESLAT) every spring to assess their progress and proficiency levels for the following year. The testing window extends from April to May. In preparation for the exam, ENL teachers work with students on reading comprehension, writing in response to picture and text prompts, grammar, listening comprehension, and speaking activities on a common theme. Students are familiarized with the layout of the NYSESLAT exam and using the answer document. ENL teachers work with the testing coordinator to devise a testing schedule, taking into account group size, testing modifications, etc. A schedule is made that administers the test by grade level, in groups no larger than 15, in a classroom that accommodates the group size. A letter is sent home to parents in the weeks leading up to the test to inform them of the exam, make sure they are familiar with what the exam will be tested, and urging parents to ensure that their child is present on the days of the exam administration. Each child's examination period lasts 4 days. Teachers ensure that each child is administered all 4 parts of the exam. Envelopes with answer documents and test booklets are prepared in advance with a list of all students in the group for each proficiency area. Teachers record student absences on the envelope cover sheet and create "make-up" envelopes. If a teacher learns that a child will be out during test administration, or if they have been absent, the teacher makes a call home and notifies/reminds parents of the testing window in order to further ensure that all 4 proficiency areas of the exam are administered to all students. Following the exam, the ENL teachers and testing coordinators package the exam and return them for scoring. In-house scoring of the Writing test takes place after the listening and reading exams are administered. Following this, speaking and writing answer documents are packaged and returned for scanning.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. After reviewing the NYSESLAT test results using the RMSR report, ENL teachers will notify both the children and parents of their test results using the continued entitlement and transitional support parents notification letters. All letters will be sent home in both English and the parents' native language. Teachers will meet with children to discuss their results and to distribute the parent notification letters. Students will put the letters in their homework folders and bring them home to their parents. ENL teachers will explain that parents need to read the letters, sign, and return the letters. Parents will be urged to call the ENL teacher or visit the school (translation will be provided) in order to discuss the results and any concerns that they may have.
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).

P.S. 360 is a new school that opened September 2015. Program Selection form data is not available.

When these forms are generated, ENL Teachers will keep parent choice forms (organized by grade, by language, and by choice) in a binder each year. ENL teachers will closely monitor parent choice, and refer back to the binder when new admits arrive. If there were 15 children on a grade who share a common language, or two contiguous grades, who did not select ENL or who did not return the Program Selection form, we will open a transitional bilingual education or dual language program in our school. The next step would be to find and hire a fully, dually certified common branch and bilingual teacher. We would gather bilingual and other appropriate materials for instruction, and plan the class's curriculum, following the curriculum of the grade with bilingual and ENL support and instruction built-in. Finally, the class would open.

## 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]).
  - a. Freestanding ENL program.  
PS 360 does not currently have a ENL program.
  - b. TBE program. *If applicable.*  
PS 360 does not currently have a TBE program.
  - c. DL program. *If applicable.*  
PS 360 does not currently have a DL program.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

PS 360Q is a new school which opened in September, 2015. This program does not currently exist. In the future, commanding students will receive two 45 minute periods per week of integrated ENL service. Expanding students will receive four 45 minute periods of integrated ENL per week. Transitioning, emerging, and entering students will receive four periods of integrated ENL per week, as well as 4 periods of standalone ENL per week. Integrated ENL instruction will be delivered during Literacy Centers and Reader's Workshop & Writer's Workshop. The ENL teacher will blend literacy skills, language development and content area instruction in both integrated and standalone ENL in order to support ELLs in their classroom studies as well as develop language skills. Instruction and activities will be appropriate to the stages of language acquisition of the students.

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.

The ENL program will blend content area learning, language development, and balanced literacy while employing ENL strategies. ENL instruction will be directly informed by the grade's curriculum, and by the common core standards. Literature will be at the center of language development exposing students to texts featuring academic language. Reading books, discussing texts, writing and using various vocabulary will introduce students to academic language. ENL teachers will ensure that their language and literacy instruction in ENL are directly aligned and speak to the common core literacy standards for informational and narrative text, the oral language standards, and foundational skills standards appropriate for the grade and language level of students. ENL teachers will differentiate instruction according to the five stages of language acquisition and develop appropriate instructional activities to best support the ELLs and provide comprehensible input.

ENL teachers will integrate science, social studies, and math into the curriculum to provide ELLs with needed scaffolding for success in the mainstream classroom. The language support strategies that will be used for content area language learning are scaffolding, such as graphic organizers, modeling, extended time, hands on activities, song, vocabulary development activities, flash cards, and creating comprehensible input using visuals and gestures. The materials that will be used in the ENL program are Rigby On Our Way to English ENL series, Rigby leveled guided reading books, some Into English materials, and Singlish. We also will use a variety of National Geographic Materials such as the Reach program and Ladders and National Geographic Young Explorer. For oral language we will use the Mondo "Let's Talk About It!" materials. We also will ensure that the program uses "high complexity texts" and text excerpts in read aloud and shared reading as directed by the Common Core State Standards. Many visuals will be used to support and foster language learning, such as photographs, drawings, picture libraries, and video clips from Discovery Streaming. We will also use manipulatives, song, rhythm, and poems. Realia will be incorporated into lessons when possible. Techniques and methods such as Total Physical Response, learning centers, and hands-on activities make learning accessible, meaningful, and memorable for students. We will use many technological resources such as Reading A-Z, RAZ Kids, Vocabulary A-Z, Brainpop.com, Weekly Reader Connect, Imagine Learning, Starfall.com, and other websites & videos that connect to content, listening centers, and interactive activities on the Smart Board.

The content area material selections for future use are as follows:

We will use Rigby's On Our Way to English program, which has big books, guided reading materials and leveled books, charts, chants, posters, and activities across many different themes. Some other packages will be Lakeshore Resource boxes on topics such as the United States, Native Americans, and Landforms and Mapping. Another Lakeshore content area material we will utilize are Theme Boxes, or pre-packaged containers with various content related materials such as Cultures of the World and Animals. We will purchase New Bridge and Sundance Theme sets on content area topics such as United States Symbols and Life Cycles. Time for Kids, Weekly Reader, and National Geographic Explorer are some examples of magazines and authentic materials we will use to teach the content areas. We will also use National Geographic books, and various atlases, maps, and globes. We currently have an extensive non-fiction library that spans grade levels, reading levels, and content areas. The ENL program will use a multicultural library on topics such as countries around the world and realistic fiction stories about cultural celebrations and traditions.

Teachers will provide comprehensible input by using academic strategies and ENL methods such as activating and building background knowledge, graphic organizers, group work, illustrated vocabulary charts, photographs, bilingual libraries, use of video and other visual supports, gestures, vocabulary development activities, manipulatives, leveled books, multicultural books, bilingual and native language connections, and technological resources.

Modifications to the classroom curriculum will also be made to meet the needs of ELLs. Depending on their language level, teachers will develop alternative projects and activities that are relevant to the grade's curriculum, but adjusted to best meet the language needs of the students. Also, classroom teachers will receive professional development on and make use of the ENL strategies and methods above to make content comprehensible to ELLs.

Though the Common Core State Standards are rigorous for ELLs, our focus on literacy instruction for all students through read aloud, guided reading, shared reading, and a concentrated effort to build higher order and critical thinking skills, coupled with the careful, considerate creation of comprehensible input, the use of rich materials, and the incorporation of the scaffolds and support listed above, will help all students to work towards or reach the expectations of the Common Core State Standards.

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

ELLs whose native language is Spanish will be evaluated using the Spanish Language Assessment Battery (LAB). This exam will be administered after the NYSITELL to ELLs entitled to bilingual and ENL services in order to determine a student's dominant language, as well as gain insight into their ability to read, write, speak, and understand Spanish. The Spanish LAB will be administered by a Spanish speaking pedagogue. Evaluation for children whose native language is a language other than Spanish takes a different form as there is no standardized native language initial assessment for students outside of a bilingual or dual language program. Teachers will interview these students and their parents with the help of a translator in order to determine whether or not the child is literate in their native language. New students who are literate in their native language will be encouraged to use their native language during certain activities in listening, speaking, reading and writing. Teachers will utilize school staff when available in order to interpret and/or translate the student's work. Teachers also conference with bilingual students after reading a bilingual book. The teacher will evaluate the student's comprehension of the story and their use of strategies in the native language through conferencing, questioning, and accountable talk. A child's literacy level in their native language will always be taken into account when working with English Language Learners, as their literacy level in the L1 directly influences their ability to read in the target language. Bilingual materials and these assessment techniques will be available to students and conducted throughout the school year.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ENL and classroom teachers will use a variety of assessment techniques in order to ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year. In addition to the NYSESLAT exam given in May, which evaluates students in listening, speaking, reading, and writing, teachers employ various other ongoing assessment and evaluation techniques. The ENL teacher assigned will utilize holistic rubrics from the NYSESLAT and Rigby On Our Way to English program in order to evaluate students writing and oral language proficiency levels, as well as their progress throughout the year. Teachers will refer to these rubrics and reference student work as well as their observations of children's oral language through class participation, conferences, and other informal assessments. Teachers will also use an informal observation matrix for monitoring, recording, and tracking student behaviors, oral language, participation levels, usage of English grammar, reading habits, etc. throughout the year. Teachers will observe the whole class and students individually (during guided reading, class discussion, conferences, assessments, etc) and record information for each individual child consistently throughout the whole school year. Teachers will also use various checklists to assess students oral language, reading, and writing performance (aligned to the common core standards) throughout units. These checklists will outline reading, writing, and oral language goals and foci for the unit, and the teacher will track each individual students' ability to reach these goals throughout the unit. Additionally, teachers will employ success criteria (self assessment checklists and guides for success with common core standards) for students to be able to monitor their own reading and writing practices. Students will be guided through the use of these success criteria in order to accurately and honestly assess and monitor their own reading. Lastly, teachers will conduct guided reading sessions with students and assess their individual students' ability to employ appropriate reading strategies for their age, grade level, and language proficiency level. Teachers will plan their instruction based on the results of these assessments. The teacher may include whole class lessons based on a need that is a trend amongst the majority of students, or hold small group and/or individual conferences, lessons, and guided practice in order to meet the needs of small groups of students with the same need or individually.

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

At PS 360, instruction will be differentiated for ELLs by grouping students by their grade, language proficiency levels and number of years the student has been receiving ENL services. Instruction will be further differentiated by “ELL subgroup”. Different methods, materials, and activities will be used with newcomer ELLs, developing ELLs, long term ELLs, students with interrupted formal education, and former ELLs. See explanations below.

a. There are currently no SIFE students in our school, but if we were to receive a SIFE student, ENL teachers assigned would first review the HLIS and interview the student to determine the home language and the amount of schooling the student has received. If the HLIS indicates that there is an interruption in the child's schooling, the teacher would administer the SIFE questionnaire, and if necessary, after communicating with the classroom teacher, the LENS assessment. ENL teachers would communicate with the classroom teacher regarding the child's performance in reading, writing and content areas. Students who receive two years less instruction than their peers, are functioning two years below grade level, and may or may not be pre-literate in their native language would be given the ENL services they are entitled to. Also the intervention team would determine additional services (resource room, reading support, AIS math, etc.) they may require. The classroom teacher would be informed of academic strategies, accommodations and modifications that can be made in the classroom to help the student, such as whole group discussion, partner talk, use of video and other visuals to support content area learning, illustrated vocabulary charts, group work and graphic organizers. Materials used are photographs, bilingual libraries, manipulatives, leveled books, and technological resources such as Imagine Learning, Brainpop.com and Smartboards.

b. There are currently no Newcomers. However, the plan for newcomer ELLs in our school is that they receive additional attention and support during and outside of scheduled ENL periods as well as in their classroom by using low-level, multicultural reading books, manipulatives, Singlish, language games, flashcards, photo libraries, hands on activities, Imagine learning and Brainpop.com. Newcomers will be supported in their mainstream classroom by providing each grade with a modified curriculum map containing modifications for newcomers that support language development, such as picture books as their published pieces, increased usage of picture books as read alouds, realia, alphabet work, sentence starters, and graphic organizers.

Considering the fact that NCLB now requires ELA testing for ELLs after one year, various programs will be in place to prepare newcomer students to take state exams in the future. Newcomer ELLs could receive AIS and other intervention services in order to improve their reading skills. Emphasis will be placed on literacy development in the ENL classroom during intergrated and standalone service, as well as the mainstream class through balanced literacy. ENL and classroom teachers will use strategies and instruction for language building support such as grammar-based lessons and activities, vocabulary building exercises, fluency building work and scaffolding strategies such as graphic organizers. We are developing a curriculum that supports ELLs in academic areas and question types that will help to prepare them to take the NYSESLAT and ELA exams. All ELLs will participate in ELA preparation in their mainstream classrooms as well. ELLs will be familiarized with the test format as well as the expectations of the exam and passage types. This work will prepare newcomer ELLs to take the state ELA exam.

c. The BESIS extension of services allows developing ELLs to remain in the ENL program. Although we do not have any of these students at this time, future students requiring these services will receive ENL services during the Readers's and Writer's workshops. Those developing ELLs that would be at the expanding level would receive integrated ENL service. Small groups will ensure individual attention and support with ENL teachers focusing on reading, writing, academic language and linguistic development as well as cross-curricular instruction and support. Struggling ELLs would receive additional services such as AIS in reading and math. ENL and classroom teachers will articulate regularly exchanging ideas for language building support such as grammar-based lessons and activities, vocabulary building exercises, fluency building work and scaffolding strategies such as graphic organizers. We will use leveled books, realia, content area resources such as maps and hands-on science activities, project based learning, photo libraries, technological resources such as video, Smartboards, websites such as Brainpop.com and Discovery Streaming, and using the internet for research.

d. We currently do not have long term ELLs who have completed 6 years of service. If we had these students, they would be referred to the instructional team for review in order for them to receive services and support, such as, guided reading, extended day AIS, reading and math after school programs, Wilson Reading, linguistic support such as academic vocabulary building. Materials used would be leveled books, realia, content area resources such as maps and hands on science activities, project based learning, photo libraries such as video, Smartboards, websites such as Brainpop.com and Discovery Streaming, and usage of the internet as a resource for learning and research.

e. For ELLs reaching commanding on the NYSESLAT we will provide continuing transitional support for 2 years. As per NYS law, all commanding ELLs will receive testing accommodations (extended time, separate location, a 3rd reading of listening passages, and bilingual dictionaries and glossaries, and native language exams) for 2 years after scoring commanding on the

NYSESLAT exam. Additionally, commanding ELLs will be provided with both 2 periods per week of integrated ENL support from a licensed ENL teacher, as well as small group AIS support in various content areas such as reading, writing, math, and science if necessary. Students will receive this AIS extra support during various designated times during the day. The intervention team will monitor how these students are progressing and whether the intervention services are appropriate for them. The inquiry team will work with groups of struggling students on using and reading non-fiction texts, some of which are proficient ELLs. All teachers as well as support service providers will be made aware of who the commanding ELLs are in their classrooms and groups. Classroom teachers will also receive support in working with commanding ELLs, are informed of academic strategies and modifications that can be used and made in the classroom with commanding ELLs and continue to use ENL methodologies and strategies in their instruction.

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.

If a child is re-identified as an ELL or non-ELL, the ENL teachers, along with the classroom teacher and any AIS provider the student may be working with, will closely monitor the child's work, assessments, and progress over the 6-12 months following re-identification. Students' reading assessments, conference notes, content area assessments, independent and guided work, and oral language will be monitored to ensure that the appropriate decision was made during the re-identification process, and that the child is, indeed, better off with the re-identification decision and status. If it is determined by the teachers and/or principal that the child has been adversely affected by the determination, the principal will provide additional support services to the student (within the classroom or with AIS providers), and may reverse the determination.

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?

ELL-SWDs are and will be provided with access to academic content areas and language development through a variety of instructional strategies and materials. The needs of these students will be accommodated by including smaller group size, the presence of a paraprofessional during ENL periods, specialized modifications and scaffolding materials like graphic organizers, partner work, technological resources, project-based learning and visual support. Materials used will be photo libraries for visuals, hands on materials, games for learning, leveled books, maps, globes, and other social studies hands on and visual resources, science related materials such as hands-on experiments, realia, etc., technological resources such as Smart boards, websites like braipop.com and using the internet for learning and research. These instructional strategies and materials will provide access to academic content areas and accelerate English language development. ENL and classroom teachers will collaborate with Special Education teachers to address students' special needs according to their IEPs. Teachers will implement these strategies during both integrated and standalone instruction.

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?

In the future, ELL-SWDs will be placed in less restrictive environments such as a General Education Class with SETTSS and Related Services, or a Collaborative Team Teaching Classroom (ICT OR CTT). We we will use curricular, instructional, and scheduling flexibility in order to meet the diverse needs of ELL-SWDs. Our school is and will be using creative and flexible scheduling in order to provide all students with the least restrictive environment for learning. Students in CTT classes will also receiving small group pull out SETTSS for individualized instruction. In this way, children are educated in the most integrated and inclusive programs while still meeting each child's special needs. Additionally, ENL, General Education, Special Education, and related services (Speech, Occupational Therapy, Physical Therapy, Guidance Counseling, etc.) teachers work together in order to devise a schedule that is free of time conflicts and allows the child to receive all of the services that they are entitled to as per their IEPs. ENL Teachers work closely with classroom and special education teachers in order to best meet the grade level curricular expectations and standards for students for both integrated and standalone instruction. All teachers have access to a child's IEP (either in hard copy or through SESIS [all teachers have been trained in accessing student's profiles and IEPs through SESIS]). Teachers are aware of children's IEP goals, and work together towards helping students reach those goals. Teachers consult with each other on methods, strategies, and materials in order to help ELL-SWDs within all of their content areas. The special education liaison/SETTSS/IEP teachers, and CTT/ICT special education teachers have also provided resources, materials, and training to classroom and ENL teachers on modifications, practices, and techniques that they have found to effectively reach all of their special needs students, including ELLS-SWDs. Modifications are made with language level and learning capabilities in mind such as alternative assignments and grade and language level appropriate projects. Instructional strategies and materials are as follows: smaller group size, the presence of a bilingual paraprofessional, specialized modifications and scaffolding materials like graphic organizers, partner work, technological resources, project-based learning and visual support. Materials used are photo libraries for visuals, hands on materials, games for learning, leveled books, maps, globes, and other social studies hands on and visual resources, science related materials such as hands-

Chart

on experiments, realia, etc., technological resources such as Smart boards, websites like braipop.com and Discovery Streaming and using the internet for learning and research. All materials are grade level curriculum appropriate.

### 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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.					

Chart

\*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.

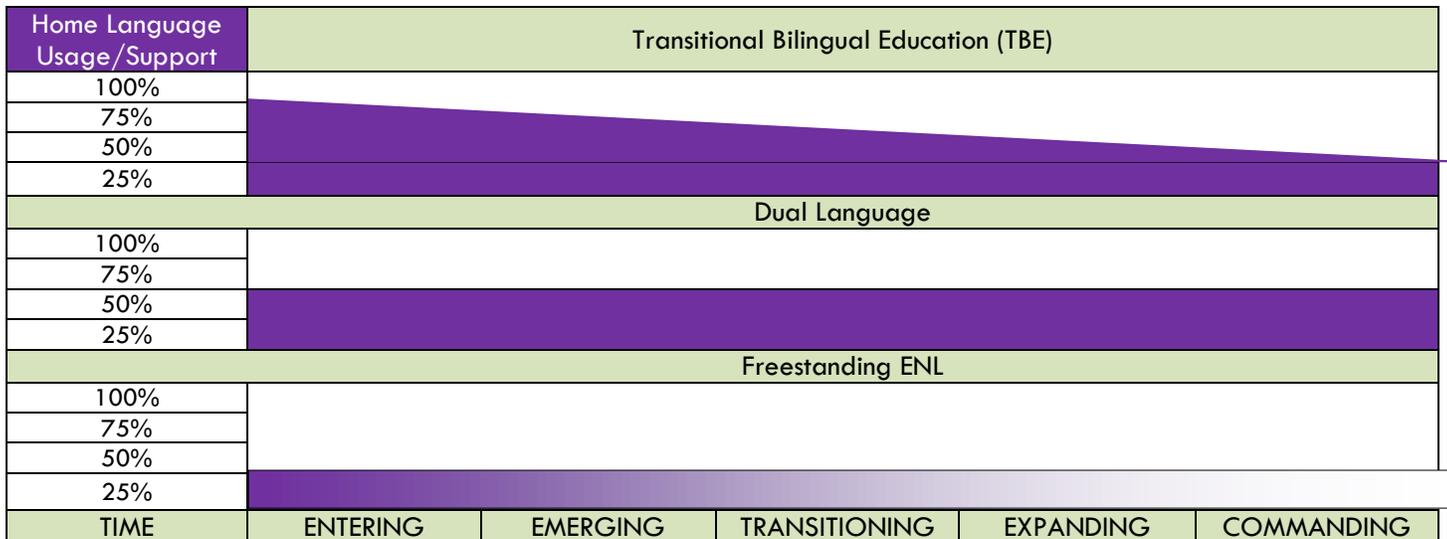


\*Note: “other approved services” does not apply to New York City at this time.

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.

### Academic Intervention Services (AIS)

The intervention team reviews struggling students, including ELLs, and identifies those that are at risk for not meeting grade standards. In the future, specialists on the team (such as an ENL Teacher, Resource Room teacher and AIS providers) suggest methods and strategies for meeting the needs of struggling students in the classroom. These students will receive Academic Intervention Services as needed. AIS services are available in math, reading, and writing. ELLs in all subgroups are entitled to receive services, including newcomer ELLs, developing ELLs, long term ELLs, former ELLs, ELL-SWDs, and SIFE students. AIS teachers employ various instructional strategies to ensure that they meet the needs of students at all proficiency levels. AIS groups are kept small and use individualized instruction. In some cases, instruction is one-to-one. Students receive this small group instruction during various times of the day and during the extended day period.

### Newcomer ELLs:

In addition to the AIS services available to all students in need, specific interventions will also be put in place for newcomer ELLs. Beginner and newcomer ELLs will participate in the "Language Leader" program wherein they will be paired up with children in their class who will help to support their linguistic, academic and social development.

### Developing ELLs:

In addition to the AIS services available to all students in need, specific intervention strategies will be put into place for developing ELLs. Our intervention team will work with small groups of struggling students. In the classroom, teachers will use strategies with developing ELLs such as grammar based lessons and activities, vocabulary building exercises, fluency building work, and scaffolding such as graphic organizers. Materials and strategies used for these ELLs will be leveled books, realia, content area resources such as maps and hands-on science activities, project based learning, photo libraries and technological resources such as video, smart boards, websites such as brainpop.com, and using the internet as a resource for learning and research.

### Long-Term ELLs:

PS 360 does not currently have long-term ELLs, but if we were to have these students in the program we would use the following interventions: They would receive guided reading, AIS, after school programs, Wilson Reading, and linguistic support such as academic vocabulary building. Materials used for these ELLs are leveled books, realia, content area resources such as maps, project based learning, photo libraries, and technological resources such as video, smart boards, websites, and using the internet for research.

Former ELLs: Former ELLs will receive 2 periods per week of integrated ENL services with an ENL teacher assigned. Teachers will see students in small groups and provide support in reading, writing, content areas and linguistic development. Former ELLs may also receive guided reading, AIS services, be invited to attend various after school programs. Materials used for these services will be leveled books, realia, content area resources such as maps and hands on materials, project based learning, translated materials, and technological resources such as video, smart boards, document cameras, websites, and using the internet for research.

### ELLs in Special Education:

Interventions for ELLs identified as having special needs will be as follows: Small group instruction, the presence of bilingual paraprofessionals during all class periods (including during integrated and standalone ENL), specialized modifications such as scaffolding materials like graphic organizers, partner work, technological resources, project based learning, and visual support. Materials we will use include photo libraries and other visual support, leveled books, hands-on materials, graphic organizers, games for learning, technological resources, etc. The resource room teacher will utilize the Wilson Reading program and include some ELLs who have been identified as having special needs. ENL and classroom teachers will familiarize themselves with the student's IEP. Classroom and ENL teachers will consult with special education teachers in order to best be prepared to meet their needs. Students will receive related services based on their IEPs such as speech, resource room, occupational therapy, etc. Students will also receive appropriate testing modifications and alternate assessment if necessary.

### Students with Interrupted Formal Education (SIFE):

PS 360 does not currently have any ELLs who have been identified as SIFE. If we were to have SIFE students, we would use the following interventions strategies: AIS math, reading and science, resource room if necessary, Saturday Academy, and additional academic strategies, accommodations, and modifications that can be made in the classroom such as using graphic organizers, visual support, hands on activities, illustrated vocabulary charts, group and partner work, group discussion, bilingual libraries, technological resources, leveled books, etc.

### Description of reading and math intervention services:

Academic Intervention Services will be provided for those students (including ELLs) who received a 1 or 2 on the ELA and Math state tests from the previous year and/or a recommendation based on a teacher's observation and classroom assessments. These services would include but not limited to: small group instruction based on the data from the DRAs, IRAs, ELA and Math predictives, math ITAs, math unit assessments, end of the year math assessments, conferences, and reading levels. Students will be grouped within their classroom and meet with an AIS provider generally 3 times per week. AIS teachers will work closely with the classroom

teacher to determine the specific goals needed for each student. AIS providers will have access to the results of student's assessments and may change groups or goals based on current data. Common strategies found in reading include retelling, main idea, character feelings/traits, questioning, author's purpose, and the big idea. These strategies will be modeled through guided reading. Common strategies in math will include problem solving, addition, subtraction, multiplication and division of whole numbers, decimals and fractions, telling time, finding the perimeter and area of different shapes and measurement.

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

N/A. PS 360 is a new school.

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

For the 2014-2015 and 2015-2016 school year and beyond, we have adapted our ENL curriculum to align to the new NYS Common Core Standards and the new CR Part 154 regulations. We are maintaining our curriculum which integrates language, literacy, and content areas, and are enhancing it with a stronger focus on literacy development, a greater presence of balanced literacy practices, particularly in the areas of read aloud, shared reading, and guided reading, and the integration of more rigorous higher-order and critical thinking development in both integrated and standalone ENL classes. ENL teachers assigned will closely consult with classroom teachers in order to be aware of student needs, and work towards helping ELLs to reach the high demands of the common core standards. Additionally, according to CR Part 154 mandates, teachers will conduct both integrated and standalone ENL instruction. Teachers will provide integrated ENL instruction to ELLs in all grades, at all proficiency levels during the literacy block, and will provide standalone ENL instruction to ELLs at the entering, emerging, and transitioning levels during other times throughout the school day.

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

Unfortunately, PS 360 does not have an extended day program.

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

ELLs will be included in all school programs. ELLs will be invited to participate in the KJK after school program, chorus, band, Language Leaders, Student Government, Enrichment, and Tech Club. Invitations will be sent home to families either translated, or accompanied by a notice that states in many languages that this letter is important and should be translated. For programs such as enrichment, chorus, Language Leaders, and Tech Club, students will be selected by teachers, but if they fit the program's criteria ELLs may be invited to participate.

When ELLs participate in special programs, modifications such as visuals, translation, hands on activities, bilingual materials, building and activating background knowledge, etc. will be used to help them to fully participate in, enjoy, and get the most out of the program.

In addition to special, extra curricular activities, ELLs will be provided access to and support from all AIS services in the building.

Our school also offers an after school KJK Scholars program. The program is open to all students, including ELLs, and acceptance is open to all. The KJK program is 5 days a week for 3.5 hours a day. It runs from September through June. The KJK program offers snack to the children, followed by grouping. The groups are broken up into activities, led by "activity specialists". Each activity is accompanied by a read aloud related to the day's exercise. The activities include gym, dance, music, journalism, gardening, and drama. For the last hour of the program, the "activity specialists" assist children with their homework.

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.

We will use many different materials both in the standalone and integrated ENL programs, and in mainstream classrooms to meet the needs of ELLs.

ENL teachers will primarily use high quality children's literature and informational texts in the ENL program. Teachers will develop units of study around children's books, also incorporating magazines, articles, short stories, folktales, fables, videos, pictures, etc.

Additionally, we will use other materials to supplement our studies. Some of these supplemental materials will include the Rigby On Our Way to English series as well as Rigby guided reading books and some Into English materials with all subgroups of ELLs within the integrated and standalone ENL programs. On Our Way to English will provide students with exposure to oral language and literacy development, comprehensible input and standards based content area information. The entire curriculum is aligned with each grade represented (K-5). Materials and units will be organized into content area themes. The units feature many different methods of teaching such as chants, songs, and language games as well as shared reading, guided reading, independent writing, hands on materials, and content area activities. The materials are also multicultural and will help to connect ELLs prior knowledge with new learning. Classroom teachers will also use Rigby On Our Way to English guided reading books. We have an ENL classroom library, multicultural literature, bilingual libraries, fiction and non-fiction big books, picture and bilingual dictionaries, and

magazines & other authentic texts. These materials will be used with newcomer ELLs, developing ELLs, as well as ELLs in special education. We will also utilize online reading resources such as RAZ Kids and Go Math.

Many visuals will be used to support language learning, such as photographs, drawings, and video clips. Visual materials are helpful to all ELLs at each stage of language development.

Centers will be used both in the classroom as well as in the ESL program to help students develop language, with different centers for different subgroups of ELLs. Listening centers on different levels will be used for all subgroups, vocabulary centers and will be differentiated to help newcomer ELLs develop basic vocabulary, and more complex academic vocabulary centers will be used for more advanced ELLs. Centers with content area enforcement will be available at different levels for newcomer ELLs, more advanced ELLs, and ELLs in special education.

A variety of graphic organizers will be used to assist ELLs at all stages and proficiency in various kinds and different levels of writing. Charts made both by the teacher and with the class will be hung around the room to support students during lessons and independent work.

The use of manipulatives, songs, poems & rhythm and TPR are useful for all ELLs as well as hands-on activities and technological resources.

In the classroom, supplemental materials such as flashcards, manipulatives and math games will be used to help struggling students at all proficiency levels in mathematics.

The science teacher will also offer support to all ELLs using hands-on activities, manipulatives, flash cards, assistance in experimentation, and vocabulary development activities and reinforcement.

PS 360 also recognizes the importance of technology in education, especially for ELLs at all proficiency levels. Every classroom is equipped with a Permethian board, a class set of laptops, and shared document cameras. Permethian boards are used for interactive learning, and also facilitate the use of video in instruction. The combination of visual and interactive learning is very powerful for all ELL students. Both ENL and classroom teachers will utilize a variety of websites that facilitate language and literacy development for ELLs at all proficiency levels, such as Razkids and Reading A-Z, that offer leveled texts, brainpop.com which has content area videos on different topics and levels, and starfall.com, a phonics and basic literacy program for young and newcomer ELLs and students in special education. Lastly, the ENL classrooms will be equipped with ipads loaded with educational apps that help students build language and literacy skills in an exciting, engaging, interactive way.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Classroom and ENL teachers will allow students to make use of their native language in order to capitalize on their language abilities and natural strengths. Students will have access to a bilingual lending library that they can browse while in school or bring home to read or share with parents. We also use bilingual flashcards, games, and an online library with bilingual e-books. Beginner ELLs will also be encouraged to speak and write in their native language, which enables them to be active participants in class. The "Language Leader" program will provide beginner ELLs with a "bilingual buddy" to provide translation of some academic information and instructions to the student in his/her native language. Teachers will sometimes encourage students to discuss books in the native language, and will often ask children to share vocabulary from their native language with the class. Students who are literate in their native language will be given state exams in both English and their native language. They will also be provided with translated glossaries and bilingual word-to-word dictionaries for additional support during the school day, on homework, and on in class assessments and state exams.

Various people in the ENL program will support ELLs. In addition to the certified ENL teacher assigned, some ELLs in special education will also be supported by bilingual paraprofessionals. These paraprofessionals will provide support to these ELLs during mini-lessons, group work, independent work, and share time. They will provide both English language and translation, interpretation, and native language support when needed. These paraprofessionals will also provide help in communicating with these children's parents when necessary.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Support services and resources will correspond to students age and grade level when possible. In order to ensure materials are appropriate, we will utilize grade level content area texts written on a lower, more appropriate reading level for ELLs, texts on identical topics that are written and available on different reading levels, high-interest/low-readability texts, and leveled/graded guided reading books. In order to ensure that instruction is grade appropriate, teachers will modify their grade level lessons to meet the language, academic, and social needs of ELLs. Classroom and ENL teachers will work together to develop modified curriculum maps for ELLs that offer activities and projects that are aligned with grade standards and curriculum that are on an appropriate language level for their ELLs. Teachers will also modify grade level material to meet the needs of students. For example, a teacher may show a grade appropriate video, but play it on mute and narrate the video themselves in order to ensure that the input is comprehensible to their ELL students.

Academic intervention services will also be modified to be age, grade, and linguistically appropriate for ELLs. Children will participate in small group AIS services with other students on the grade, and instruction will be differentiated to meet each child's

needs.

For standalone ENL teachers will group students both by grade and by level. Most groups will be formed according to the grade and language level, while some are mixed grade. For integrated ENL, students will be serviced by grade, and we will employ flexible grouping (heterogeneous and homogeneous) by proficiency level in order to best meet both the mandates and the academic and linguistic needs of our students. Instruction in each program model will be aligned with children's age, state and grade standards, and language proficiency level. Further, goals will be set for both groups and individual students based on their academic and linguistic needs.

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).

PS 360 invites all Kindergarten parents to the school during the week before the start of the new school year. Parents come to school with their children and are given an orientation. Parents can meet their child's teacher, the administration, other parents and the children in their child's class. Parents are also given the opportunity to become familiar with the school building, and the curricular expectations of kindergarten. ELL parents are always invited to attend.

19. What language electives are offered to ELLs?

There are currently no language electives offered at PS 360. We may consider supplemental, enrichment language electives at a later date.

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)?

PS 360 does not currently have a dual language program.

## 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.)

Professional Development for all personnel at the school will be as follows:  
ENL teachers and administrators provide professional development for all personnel who work with ELLs during select faculty conferences, admin periods, instructional team meetings, and one-on-one with teachers. Additional dates will be added to the calendar below as they are selected. Our instructional team's focus this year is the continued implementation of the Common Core Standards. Throughout these meetings, we will also be exploring, discussing, and brainstorming ideas about the application of these standards with ELL's as they arrive to our school. These meetings cover topics such as the Universal Design for Learning. Teachers, coaches, and administrators are always exploring ways to utilize the UDL concept for all students in order to make the Common Core Standards accessible.

Additional Professional Development for ENL teachers assigned and Coordinators will include UFT ESL/Bilingual Committee Workshops, ELL Literacy Workshops, and the NYS TESOL Conference.

Month: November  
Professional Development Topic:  
Common Core Learning Standards and Success Criteria  
Workshop Provider:  
Paul Bloomberg  
Date:  
November 2-4, 2015  
Audience:  
General Education Teachers, ENL teachers, ENL Coordinator, Cluster Teachers Paraprofessionals, Administrators
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?

In the future, classroom teachers, ENL teachers, literacy coaches and administrators will meet multiple times per month for in-house professional development during common preps, administrative meetings, and the instructional team meetings to discuss the implementation of the Common Core, the Danielson's rubric, and Universal Design for Learning. During these sessions, how to make the Common Core Standards accessible to English Language Learners will be discussed, particularly in the context of Response to Intervention and the Universal Design for Learning.

Additionally, contracted professional development for classroom teachers as well as ENL teachers will also focus on the common core and will always cover topics relating to ELL accessibility to the common core state standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

ENL teachers will provide support and will be available to staff, students, and parents to assist ELLs as they transition from elementary to middle school. ENL teachers will consult with parents, teachers, and students on issues related to transitioning to middle school and the social aspects of coming into a new country or new school. ENL teachers, administrators, and our community associate will also provide information to parents, teachers, and other school staff about ENL programs in middle schools, exam information, the general transition period, and creating support networks in their new school. Eventually, our community associate and 5th grade teachers will guide all 5th grade families (including the families of ELLs) through the middle school selection process, provide them with information about special testing for middle school admission, etc. In addition to this, our school will hold multiple informational assemblies for students hosted by neighborhood middle schools. ENL teachers and the community associate will reach out to parents about any issues/questions they may have regarding their child's future. As students grow up and work through middle school and transition to High School, the PS 360 staff will continue to maintain relationships with families and provide support where they can as their children grow.
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.

All ELL and non-ELL staff will receive or work towards the minimum ELL training. New teachers will be identified and provided with professional development and extra support in working with ELLs. Teachers will also be made aware of various professional development opportunities available outside of the regular school day, such as the UFT Bilingual/ESL Committee Meetings, State TESOL

conferene, and office of ELL trainings and professional development sessions. Documentation of the hours of training will be placed in the personal file of all participating teachers and staff.

### 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?

ENL teachers will meet annually with individual parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. Meetings will take place during the time allocated for parent contact, during the school day, and during telephone conferences, and as a last resource, in writing, if parents are unable to come to the school. Interpreters from our staff or from the over-the-phone translation unit would be made available during these meetings. ENL teachers will keep logs of all parent contact.

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. Parents of newcomer ELLs will be invited to attend the parent orientation meeting to be introduced to the program choices available to them. Parents will also be invited to school at different times throughout the school year in order to participate in classroom celebrations and student work showcases, as well as the family literacy programs. Lower grade parents will be invited to read with the children during morning conferences. Also, parents will be involved in various activities such as:

\*Monthly workshops with guest speakers on various topics

\*Lending Library where parents can borrow books

\*Games, bingo and karaoke nights

\*Field trips

\*PTA activities

\*Fundraising activities

\*Parents as Reading Partners

In our school we will utilize the Translation and Interpretation Unit. Phone calls home will be made with the assistance of the over the phone translation services, and letters will be sent home in both parents' native language and English. PS 360's the community associate will conduct regular English and Citizenship classes for parents who wish to attend. Classes will be held twice weekly during the morning hours.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? PS 360 will partner with other agencies like KJK Tutoring Center to offer after school programs for adults and children. Also, our school is in partnership with colleges and universities throughout greater New York state in order to prepare parents and students for college.

5. How do you evaluate the needs of the parents?

At the beginning of the year, we survey parents to determine the language in which the parents prefer to communicate. In response to this need, over-the-phone & in-person interpretation as well as written translation is utilized as needed.

The community associate will conduct informal interviews and will send home flyers of various programs available in our school. ELL parents will be invited to the PTA meetings and an orientation meeting. Also, the community associate will send monthly newsletters via email about social services. Parents will also share information with each other about programs available in our school and community.

6. How do your parental involvement activities address the needs of the parents?

Parental involvement activities at PS 360 address the needs of parents. Parents are asked in what language they prefer to communicate. In response to this need, over the phone interpretation, in person interpretation, and written translation is provided. Parents can call "Dial-a-teacher" (a service provided by the UFT) for homework support in many languages, and receive information about community based resources and information about social services in our community. These parent activities were created based on an identified need of the school community.

Teachers are also aware of and sensitive to needs of parents and families. Teachers keep an "open door" policy with children and their families. If teachers are made aware of a family's need, they are mindful about referring them to school staff or community organizations that can help parents to meet their needs.

Translation and interpretation are also used in order to address parents' language needs. Based on the Language Preference Survey we are able to determine a parent's preferred language of communication. We utilize the DOE Over the phone translation service or use in-house staff for written and oral translation and interpretation when meeting with parents, communicating with parents over the phone, or sending information home.

We have also begun a family literacy program and hope to have additional parent workshops with appropriate interpretation and translated materials for the upcoming school year in response to an assessed parent and school community need.

#### **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.

**Paste response here:**

## **Part VI: LAP Assurances**

School Name: _		School DBN: _	
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)
Ryan Cooke	Principal		10/22/15
	Assistant Principal		1/1/01
Joshua Lubin, CA	Parent Coordinator		10/22/15
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Robin Roth	Teacher/Subject Area		10/22/15
	Teacher/Subject Area		1/1/01
Annette Perez	Coach		10/22/15
	Coach		1/1/01
	School Counselor		1/1/01
Lenon Murray	Superintendent		10/22/15
	Borough Field Support Center Staff Member _____		1/1/01
	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: 2**      **School Name: PS**  
**Superintendent: Lenon Murray**

### 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.learn DOE.org/tiu/lac](http://www.learn DOE.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

---

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.

1. PS 360 distributed the Language Preference Survey created by the NYCDOE (available on the NYCDOE website) to every child's parent (grades Pre-k-Kindergarten) in order to assess our school's written translation and oral interpretation needs to ensure that parents are provided with information in a language they can understand. Surveys were distributed to children, were brought home, and returned to the child's teacher. Surveys were then collected and the data was compiled. In addition to the surveys, parents respond to questions about their language of preference on the Home Language Identification Surveys (HLIS) their Emergency Contact Cards, and teachers also lent information that they've learned about the language in which parents prefer to communicate through parent interviews, meetings, conversations, etc.

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.

The major findings of PS 360's written translation and oral interpretation needs are below:  
At this time, we have not identified any parents which require communication in any other language besides English.

The surveys collected were then organized by class and by grade. We compiled the data and created class lists with the language of preference of each child's parents listed next to the child's name. Each teacher received their class list with language preferences as well as the original surveys. In the future,

if we should receive surveys which indicate different results, a set of class lists will be distributed to school staff that have frequent contact with parents, including the ENL teachers assigned, administrators, school aids, guidance counselors, SBST team, resource room teachers, and to the main office.

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

---

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.)

In the future, PS 360 will provide written translation for the following information (as needed):

- Letters home from teachers and school leadership
- Permission slips
- After School Program information
- Information about state testing
- Flyers
- Calendars
- Report cards
- Newsletters
- Memos
- Program invitations
- Notices about parent involvement activities
- Notices about parent teacher conferences
- Surveys
- School website
- Native Language Exams

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 the future, PS360 will provide oral translation for the following information and meetings (as needed):

- Phone calls home to parents
- Parent orientation and bilingual/ESL program information
- Parent teacher conferences
- Individual parent meetings
- Informational meetings and social gatherings
- PTA meetings
- IEP conferences
- Family Literacy events

- Other teacher-parent contact by various school staff (such as guidance counselor, attendance teacher, SBST team, etc.)
- Native Language exams when the exam is not available in the printed form

## Part C: Providing Language Assistance Services

---

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.

1. PS 360 meets the identified translation needs for parental notifications in the following ways:  
-Important documents will be translated and sent home with children at the beginning of the year and in a timely fashion throughout the rest of the school year as needed. The translation of these documents will fulfill parents' requests to receive information in the native language and/or English, and will ensure clear communication with parents in important issues pertaining to their child's education.

-Various procedures are in place to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Documents will be submitted to the NYCDOE's Translation and Interpretation Unit in advance in order to ensure that they are received with enough time to send out to parents. Additionally, form letters may be translated once and used from year to year, with updated information filled in each time the letter is used in order to ensure timely distribution. Lastly, in order to acquire timely translation of documents, we will utilize bilingual school staff members for translation, as well as select bilingual parent volunteers to translate non-sensitive material.

--Forms, letters, signs and other information are acquired from the Translation and Interpretation Unit which are already available on their website

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 360 meets the identified interpretation needs for oral parent communication in the following ways:

Oral interpretation services will be provided by

- Translation and Interpretation Unit using over-the-phone interpretation
- bilingual parent volunteers to translate non-sensitive topics
- bilingual school staff: the translators.
- Contracted in-person oral interpretation services if the language needed is not available in the school building or from someone in the community or NYCDOE

Parents will be notified of availability of oral translation by signs indicating the availability of translation services are hung at the entrance of the school building, at the school safety officer's desk, in stairwells, and in the main office.

## Part D: Training Staff on Policies and Procedures

---

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 will distribute a letter to all staff in the school building indicating the availability of the Translation and Interpretation unit for over-the-phone written and oral translation and interpretation and the contact information and directions. Also made available is the translation and interpretation brochure, the language id guide, and the language palm card. Teachers are notified of these materials at staff meetings. Language ID guide and Language Palm Card are also available in the main office, at the security desk, and with the parent coordinator for parent contact in person.

## Part E: Providing Notice of Language Assistance Services

---

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

3. PS 360 fulfills Section VII of Chancellor's Regulations A-663 regarding parental notification for translation and interpretation services in the following ways:
- Important documents will be translated and sent home with children at the beginning of the year and in a timely fashion throughout the rest of the school year as needed.
  - Our school provides services such as translation, assistance, welcoming, and kindness to parents in need of language access services in order to ensure that they are not prevented from reaching the school's administrative offices solely due to language barriers.
  - Forms, letters, signs and other information are translated using the Translation and Interpretation unit if the information is not available in a parent's language from the NYCDOE.
  - Language ID guide is available at security desk, in the main office, and with the parent coordinator.

## Part F: Monitoring and Quality Control

---

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

PS 360 is always in close contact with parents through individual parent meetings and phone calls, parents teacher conferences, open school nights, family events, school celebrations and activities, etc. In the future when translation and interpretation services are available, we will always ask parents for feedback immediately following the meeting/conference/contact. We will continuously survey parents

orally to get feedback on translation and interpretation services, and carefully consider feedback, suggestions, and support from parents and the community.