2018-19
COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 22K361
School Name: P.S. 361 EAST FLATBUSH EARLY CHILDHOOD SCHOOL
Principal: TIFFANY FRAZIER
Comprehensive Educational Plan (CEP) Outline

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# School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>The East Flatbush Primary School</th>
<th>School Number (DBN):</th>
<th>22K361</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td>22K361</td>
<td></td>
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<tr>
<td>Grades Served:</td>
<td>Pre K-5th</td>
<td></td>
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<tr>
<td>School Address:</td>
<td>1957 Nostrand Avenue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-941-2800</td>
<td>Fax:</td>
<td>718-940-3098</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Tiffany Frazier</td>
<td>Email Address:</td>
<td><a href="mailto:TFrazie@schools.nyc.gov">TFrazie@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Tiffany Frazier</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Steven Blum</td>
<td></td>
<td></td>
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<tr>
<td>Parents’ Association President:</td>
<td>Chandra Green</td>
<td></td>
<td></td>
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<tr>
<td>SLT Chairperson:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Ornella Burke</td>
<td></td>
<td></td>
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<tr>
<td>Student Representative(s):</td>
<td>NA</td>
<td></td>
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<tr>
<td>CBO Representative:</td>
<td>NA</td>
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# District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>22</th>
<th>Superintendent:</th>
<th>Julianna Bove</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>5619 Flatlands Avenue Brooklyn, NY 11234</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:Bove@schools.nyc.gov">Bove@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-968-6248</td>
<td>Fax:</td>
<td></td>
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</tbody>
</table>
FSC: 22

Executive Director: Mauricier Degovia
415 89 street, Brooklyn, NY 11209

Executive Director’s Office Address: MDegovi@schools.nyc.gov

Executive Director’s Email Address: 718-759-4862

Phone Number: Fax:
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiffany Frazier</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Steve Blum</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Dianne Benjamin</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
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<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
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<tr>
<td>Ornella Burke</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>Hector Cueva</td>
<td>CBO Representative, if applicable</td>
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<tr>
<td></td>
<td>Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Shirley Carty</td>
<td>Parent</td>
<td></td>
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<tr>
<td></td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
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<td>--------------------------------------------</td>
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</tr>
<tr>
<td>Parent</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Karen Dini</td>
<td>SLTChair</td>
<td></td>
</tr>
<tr>
<td>Member/</td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>David Trimboli</td>
<td>Member/</td>
<td></td>
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<tr>
<td>Allison Bejlovec</td>
<td>Member/</td>
<td></td>
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<tr>
<td>Joseph Oberer</td>
<td>Member/</td>
<td></td>
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<td>Member/</td>
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</table>
The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
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<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
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</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>PS 361 will educate each scholar by providing a positive, challenging and enriched learning environment that enables each student to become a lifelong learner and compassionate individuals who care about themselves and others.</td>
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</tbody>
</table>
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Public School 361 is located in the Flatbush section of Brooklyn, New York. In September 2018 PS 361 will be a Pre K-5 school, with the addition of the students and staff of PS 269.

The many Community Based Organizations we partner with play an important role in the education pathways for our students. They share responsibility for helping our students develop socially, emotionally, and physically. PS 269 has had a long-standing partnership with the community-based organization, Camba/Beacon and Ps 361 will continue with this partnership. Camba’s Beacon Center at P.S. 361 serves a hub for families to access integrated and comprehensive services, including after-school for middle school youth, summer camp, summer jobs, and other educational and recreational activities. Our school is open to the community until evening on weekdays and on Saturdays. Evening and Saturday activities feature karate, chess, soccer, robotics, academic tutoring, English for Speakers of Other Languages (ESOL) classes, as well as GED courses for adults. The Beacon Center at P.S. 361 also features a middle school club model where many of our prior students choose a basketball program, dance classes, media/technology workshops and other clubs that deepen learning by combining practice in academic and communication skills with popular activities. Our Beacon 269 program broadens the horizons of young people, strengthens their social, emotional and basic academic skills and provides a safe place where families can gain new skills together. We also partner with other organizations such as Chionesu Bakari, Asphalt Green, /New York Road Runners, h and The New York Founding Inc:Dental Services in effort to support our school’s ongoing focus on developing students’ academic and personal behaviors so that they are equipped with learning habits and skills that support academic readiness and include non-cognitive, socio-emotional qualities that support resiliency, and college/career persistence. We strongly believe that community-based learning engages students for success and citizenship and accentuates the need for a rigorous and intentional effort to engage all students in learning.

Character Education:

At PS 361 our Core Values is at the heart of everything that we do at the school. Once a month a core value is highlighted through the book of the month, songs, conversations, writings and monthly assemblies.. Our core values include: Courage, Loyalty, Justice, Respect, Hope, Honesty, Responsibility and Love. This school year, we will also receive support from a Response to Intervention Coach. Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement academically and socially.

3. Describe any special student populations and what their specific needs are.

23% ENL- To support our ENL population, teachers of ENL students will be afforded learning opportunities on language acquisition. Scaffolds in Instruction will be aligned to the student's language acquisition stage. Effective researched based strategies will be used to support student learning.

25% SWD- To support students with disabilities, scaffolds in instruction will incorporated in effort to meet students at their entry points. Vocabulary will be emphasized and the the teachers will incorporate the principles of UDL to support student achievement.

4. Identify 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.

Our school community made the most progress in Rigorous Instruction. After analyzing, math observations and end of year conferences with our teachers, most felt that had grown in their understanding of math content knowledge. Teachers expressed their appreciation of slowing down the lessons, allowing for student think time and building their lessons from the knowledge of the students and not the next page in the "teacher's guide."
For the 2018-2019 school year our areas of focus include:

* Assessment in Instruction-checks for understanding throughout the lesson

* Continued enhancement of math content knowledge for both teachers and administrators

* Language acquisition for ELL's and Early Childhood learners

* All students will participate in a social emotional curriculum

* Increased parent participation in at least two school community events
### School Demographics and Accountability Snapshot for 22K361
#### School Configuration (2018-19)
- Grade Configuration: PK,0K,01,02
- Total Enrollment (2017-18): 418
- SIG Recipient (Y/N): No

#### English Language Learner Programs (2018-19)
- Transitional Bilingual: N/A
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

#### Special Education Programs/Number of Students (2015-16)
- # Special Classes (ELA): 53
- # SETSS (ELA): 5
- # Integrated Collaborative Teaching (ELA): 41
- # Special Classes (Math): 49
- # SETSS (Math): 5
- # Integrated Collaborative Teaching (Math): 41

#### Types and Number of Special Classes (2018-19)
- # Visual Arts: N/A
- # Music: N/A
- # Foreign Language: N/A
- # Dance: N/A
- # CTE: N/A

#### School Composition (2017-18)
- % Title I Population: 88.0%
- % Attendance Rate: 91.0%
- % Free Lunch: 85.6%
- % Reduced Lunch: 1.0%
- % Limited English Proficient: 19.6%
- % Students with Disabilities: 18.7%

#### Racial/Ethnic Origin (2017-18)
- % American Indian or Alaska Native: 0.5%
- % Black or African American: 77.5%
- % Hispanic or Latino: 13.9%
- % Asian or Native Hawaiian/Pacific Islander: 3.1%
- % White: 4.8%
- % Multi-Racial: 0.7%

#### Personnel (2015-16)
- Years Principal Assigned to School (2018-19): 5.1
- # of Assistant Principals (2016-17): 2
- % of Teachers with No Valid Teaching Certificate: 0%
- % Teaching Out of Certification: 0%
- % Teaching with Fewer Than 3 Years of Experience: 19%
- Average Teacher Absences (2014-15): 6.9

#### Student Performance for Elementary and Middle Schools (2017-18)
- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- Science Performance at levels 3 & 4 (4th Grade): N/A
- Science Performance at levels 3 & 4 (8th Grade): N/A

#### Student Performance for High Schools (2016-17)
- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- US History Performance at Levels 3 & 4: N/A
- 6 Year Graduation Rate (2011 Cohort): N/A
- % ELA/Math Aspirational Performance Measures (2015-16): N/A

#### Overall NYSED Accountability Status (2018-19)
- Reward: No
- Recognition: N/A
- In Good Standing: Yes
- Local Assistance Plan: No
- Focus District: Yes
- Focus School Identified by a Focus District: No
- Priority School: No
- Focus Subgroups: N/A

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)
#### Elementary/Middle School
- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Limited English Proficient: N/A
  - ALL STUDENTS: YES

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Limited English Proficient: N/A
  - ALL STUDENTS: YES

- Met Adequate Yearly Progress (AYP) in Science (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Limited English Proficient: N/A
  - ALL STUDENTS: N/A

#### High School
- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Limited English Proficient: N/A
  - ALL STUDENTS: N/A

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Limited English Proficient: N/A
  - ALL STUDENTS: N/A

- Met Adequate Yearly Progress (AYP) in Graduation (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Limited English Proficient: N/A
  - ALL STUDENTS: N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Conduct a comprehensive assessment of your school’s academic program:

Mathematics

K-2 Students are engaged in curriculum from Eureka Math and Context for Learning. 3-5 students are in curriculum from Ready. New York State Math Exam results indicate: 34% performing on or above grade level.

Literacy

All students in K-5 follow the workshop model in reading and writing. Teachers in K-2 follow the Units of Study from Teacher's College and 3-5 follow the Units of the Ready Curriculum. New York State Math exam results indicate: 31% performing on or above grade level.

Summarize your school’s strengths relative to this framework element:

*Data collection is systematic in all grades K-5. Administration and teachers have easy access to the data and are able to notice trends and patterns among classes and grades.

*Curriculum is aligned to the standards, allowing entry points for all students, including ELL's and SWD's.

*Observations conducted by administration is ongoing, both informal and formally. Feedback given to teachers are timely and actionable.

What is the priority needs that will be addressed in the goal and action plan for this Framework Element:

*Alignment of 2nd and 3rd grade curriculum (F&P results from June 2018 indicate that 40% of the students were reading on grade level, receiving a level 3 or 4 or basic comprehension and a level 2 on beyond the text comprehension. Third Grade students who took the Iready Diagnostic Reading Exam scored well below average in phonemic awareness strand. Research is indicating a link between phonemic awareness and reading comprehension in harder to read texts.
*Alignment of teaching points (learning objectives) with assessments with checks for understanding throughout the lesson using multiple strategies.

*School wide focus from grades K-5 on CCSS Reading Strand (.6) Assessing how point of view shapes the content and style of text.

<table>
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<tr>
<th>Part 2 – Annual Goal</th>
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<tbody>
<tr>
<td>Indicate your school's 2018-19 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.</td>
</tr>
</tbody>
</table>

**By 2019**

By June 2019 75% of our teachers will further develop proficiency in math instruction through PLCs resulting in an increase in student achievement as evidenced by a 20% increase in I-Ready math assessment scores.
### 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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

| Professional Learning Cycles led by administration, key teachers and I-Ready Staff members | K-5 Teachers | September 2018-June 2019 | Administration
|Key Teachers |I-Ready Staff |

| Teachers will engage in inter-class visits based on individual teacher observations, trends among the grade, and teachers interest. | K-5 Teachers | September 2019-May 2019 | Administration
|Teachers |

| Time scheduled with the grade and Administration for developing checks for understanding within the mini-lesson and analyzing student work to discuss next instructional steps accounting for all students’ needs through differentiated activities. | K-5 Teachers | Sept 2018-May 2019 | Administration
|Staff Members/Classroom Teacher |

| The home school collaboration will be supported during Tuesday afternoons and/or parent workshops on how they can support their child(ren) at home with math | Pre K-5 Teachers | November 2018-June 2019 |

| Collaboration between 2nd and 3rd grade teachers with Assistant Principals with a focus on the math standards and bridging the gap between the two grades. | 2nd-3rd Grade teachers | October 2018-June 2019 | Assistant Principals |
Students will be assessed three times during the school year through I-Ready, where teachers can adjust lessons and small groups based on the data.

| 2nd- 5th grade teachers | October, January, and April | Classroom teachers |

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

- Families will attend the Curriculum Night in September 2019 so that they are aware of instructional expectations.
- Families will be invited to Families as Learning Partners on a monthly basis.
- Families will be invited to Tuesday meetings and workshops as offered by the school.
- Our Parent Coordinator will oversee parent attendance and participation. It is the expectation that 100% of our families attend two events outside of Parent Teacher Conference in the Fall and Spring.

End of unit Monitoring Progress and self-assessment sheets to go home to parents after each unit of work to inform student progress.

- Studies Celebrations- sharing and celebrating work achieved
- Class websites informing parents of current units of work and Common Core Standards
- Monthly newsletters from grade teams informing families about current units of study on class Dojo
- Workshops for families on how to help with homework

Part 4 – Budget and Resource Alignment

| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Teachers will have 2-5 days a week of common planning. Lead teachers, Instructional Coach and IEP teacher will facilitate 4 week Professional Learning Session on small group instructions. |

| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. |
| X Tax Levy | X Title I SWP | || Title I TA | || Title II, Part A | | X Title III, Part A | || Title III, Immigrant |
| [ ] C4E | [ ] 21st Century Grant | [ ] SIG | || PTA Funded | || In Kind | || Other |

Part 5 – Progress Monitoring

| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| Student progress will be monitored beginning October 2018, January 2019, and April 2019. |
In between summative assessments teachers will monitor students progress to ensure that students reach their targets throughout the school year. Teachers will conduct Beginning, Middle and End of Year Math Assessment through I-ready for Grades 2-5.

By February 2019, we will see a 30% decrease in the number of students in Tier 3 as it pertains to I-Ready Mid-Year Assessment.

<table>
<thead>
<tr>
<th>Part 5b.</th>
<th>Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Instrument of Measure: I Ready Beginning of Year, Middle of Year and End of Year Assessment.</td>
<td></td>
</tr>
</tbody>
</table>

| Part 5c. | In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |
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

<table>
<thead>
<tr>
<th>School’s strengths relative to this Framework Element</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Our school’s strength as it relates to this framework is related to our Character Education. Each month every classroom celebrates the core value of the month with one class from each grade performing for their peers. Parents are excited to see their children perform in school and incorporate the core values into their daily lives at home. According to the 2016-2017 School Quality Snapshot: 95% of parents say that they are satisfied with the education their child received this year, and 90% parents say that this school offers a wide enough variety of courses, extracurricular activities, and services to keep their child interested in school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. According to the School Quality Snapshot only 62% teachers say that adults at this school teach students how to advocate for themselves.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Policies, Practices and Structures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The monthly habits and core values are as follows:</td>
</tr>
</tbody>
</table>

Month Core Value Habits of Mind

- September/October: Responsibility Managing Impulsivity
- November: Respect Listening with Understanding and Empathy
- December: Respect Listening with Understanding and Empathy
- January: Honesty Thinking and Communicating with Clarity and Precision
- February: Love Thinking and Communicating with Clarity and Precision
- March: Courage Persistence
- April: Hope Persistence
- May/June: Loyalty Metacognition
Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, all students will participate in social emotional curriculum/core value and attendance assemblies to increase student engagement in school as evidenced by a 2.5% increase in school-wide attendance.

Class Dojo

By now all teachers should have their Class Dojo up and running. This means that students should be entered on to the system and parents should have already received the invitation to join your class.

Core Values/Habits of Mind

Each month we will have an assembly to celebrate the core value and habits of mind for the month (with the exception of September) September and October will be a joint assembly on November 1st and November 2nd. The assembly schedule will be as follows. On the first Thursday of the month, kindergarten assembly will be at 9:00 am and 1st grade at 10:00 am. On the following day, the first Friday of the month, Grades 2 and 3 will have their assembly at 9:00 am and Grades 4 and 5 at 10:00 am.

The assembly is a celebration of the conclusion of the month in which students will receive a character award, perfect attendance awards, and class dojo awards (class with the highest points on the grade). Additionally, classes will be expected to perform a song, dance or skit that is based on the core value of the month. Each class must perform twice this school year. A schedule will be posted today in the main office where you can sign up for the month you would like to perform with your class. Selection is on a first come, first serve basis, which means that, once someone from your grade has chosen that month you can no longer select that month. Self-contained classes must perform with a larger class.

Stanford Harmony

We will continue to utilize Stanford Harmony school-wide. The schedule for utilizing the curriculum is as follows.

Character Education will take place during the morning meeting block 8:25 am – 8:45 am. Two times a week utilize a meetup card and two times a week utilize a buddy up card. The remaining day can be used for you to address current issues in your classroom or another meet up card.

Once a week you must conduct a Stanford Harmony Lesson provided in the curriculum.

Kindergarten-Grade 2: Conduct a lesson once a week

Grades 3-5: Conduct one lesson on Wednesday
Student Council

Student council will be comprised of students from grades 2 to 5. The selection and election process will begin in October. An email will follow with additional information.

Peer Mediation

Current fifth and fourth grade students that have been trained as peer mediators. Peer mediation is conducted during the lunch periods only. A schedule will be posted in the cafeteria of when each student will be “on duty” as a peer mediator. Students who served as mediators last year will receive a refresher course during their lunch period and begin mediation in October. Third grade students will be selected and trained beginning in November. Third grade students will attend training once a week during their lunch period. They will be officially trained by Respect for all week in February. Third grade teachers please begin to think about who would make a good peer mediator from your class, you may consult with their previous teachers.

Bullying Prevention Month (October)

October is National Bullying Prevention Month. During this month teachers will be provided with cyber bullying lessons that must be conducted by October 19th. The curriculum that you must follow is attached. Please complete the lesson that is indicated below:

Grade Lesson

K Going Places Safely

1 Sending Email

2 Show Respect Online

3 Follow the Digital Trail

4 The Power of Words

5 Talking Safely Online

Third, fourth and fifth grade students will be participating in our annual Stomp Out Bullying Walk classes may use their RCCP time in October to work with their class on bullying lessons and preparation for the walk. All teachers should work with their classes to make a chant, sing a song, make a slogan, rap, or present a dance. Please encourage your students to be creative, keeping in mind that they must also be appropriate. Feel free to have students create signs as well. At the end of the Anti-Bullying Walk one class will receive a reward. The reward will go to the class who displays a cohesive anti-bullying message. Some factors that will contribute to your class being chosen are originality, a cohesive message, and all members participating. Please submit your song, chant, or other creative idea to Ms. Pagan following the neighborhood walk. Even if your class does not receive a reward we would like to post your song or chant in the hallways to serve as a yearlong reminder that P.S. 361 has zero tolerance for bullies. Please be advised that in order for students to participate they must have their neighborhood walking slip. Ensure that you collect all of your neighborhood walking slips from your students.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>There will be a student and staff PBIS and Class Dojo kick-off where expectations are explained.</td>
<td>All staff members, including support staff and school aides</td>
<td>Sept. 2018 - June 2019</td>
<td>PBIS team</td>
</tr>
<tr>
<td>K-5 classrooms, hallways, and lunchroom will display will have the behavior matrix on display at all times.</td>
<td>Students</td>
<td>Sept. 2018 - June 2019</td>
<td>PBIS Team</td>
</tr>
<tr>
<td>The behavior matrix will be located in the family handbook. The Parent Coordinator will have a meeting with parents on Curriculum night about RTI and PBIS. (the matrix will be translated in all languages that reflect our school population)</td>
<td>Parents</td>
<td>Sept 2018 - June 2019</td>
<td>Parent Coordinator, administrators</td>
</tr>
<tr>
<td>Students will be provided with the opportunity to set their own goals academically and socially</td>
<td>Students K-5</td>
<td>Sept 2018 - June 2019</td>
<td>Guidance Counselors, Safety Team, PBIS Team, Administration</td>
</tr>
<tr>
<td>Students will engage in peer assessment and be provided with the opportunity to revise their work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will be trained to facilitate peer mediation in effort to provide them with opportunities to develop problem solving skills.</td>
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<tr>
<td>Student surveys and a student council will provide opportunities for the students to have their voices heard.</td>
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</tr>
<tr>
<td>The school will provide regular opportunities to recognize students by highlighting students with perfect attendance, students that exhibit good character, and students chosen as student of the month.</td>
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</tr>
<tr>
<td>A safety assembly will be held in the beginning of the year to ensure that students are aware of and follow the school rules.</td>
<td>K-5 Students</td>
<td>Sept 2018 - June 2019</td>
<td>Guidance</td>
</tr>
<tr>
<td>An array of activities will be offered to keep students engaged. Activities such as basketball, track, step, Lego robotics, and debate clubs are some of the activities students will have the opportunity to join.</td>
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</tbody>
</table>

2018-19 CEP
Peer mediation will be provided during all lunches. • Students will be trained to facilitate peer mediation in effort to provide them with opportunities to develop problem solving skills. • Students will be provided a survey to ensure that there is someone in the school they can go to for help. Students that do not indicate someone will be paired up with an adult in the school. •

Two guidance counselors will be available to provide at risk counseling for students experiencing social or personal distress.

A workshop on De-escalation will be conducted for all teachers. • Student surveys and a student council will provide opportunities to hear student voices.

Cambia/Beacon will continue to support students through our after school school and Saturday program

<table>
<thead>
<tr>
<th>K-5</th>
<th>All Year</th>
<th>Paraprofessionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Clinic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cambia Director</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We will continue funding the technology specialist position in effort to support students in achieving the technology standards. • We will purchase phonics materials to support students who are deficient in literacy skills. • Each student will receive a subscription to Mathletics, a software program designed to support students math content knowledge and compete with peers from all over the world.

School supplies and uniforms will be provided to students in Temporary housing and other students in need of supplies. • Individual Education Plans will be reviewed by the SIT team to ensure proper support services for students. • Service providers will monitor student progress and document the students' IEP and take necessary measures to revise the IEP if necessary

<table>
<thead>
<tr>
<th>ENL</th>
<th>SWD</th>
<th>STH</th>
<th>Every 8 weeks</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paraprofessional (ENL)Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service Providers</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

| How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight. |
| September-Curriculum Night and PBIS Kick-Off for Parents (school staff) |
| Families as Learning Partners: A meeting will be reserved to present PBIS/RTI to parents. |
| Tuesday Afternoon workshops: Parent meetings as needed to review the RTI process and ways to support at home. |

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

Time will be allocated in the schedule for the PBIS team to meet on a bi-weekly basis. The Professional Learning Calendar will include monthly staff meeting about PBIS/RTI.

Per session funds for extra curricular activities, such as basketball and track.

Flexible programming will be provided to ensure that guidance counselors, at least one teacher and other support staff will be available to sustain student lunch clubs. Time will be carved out at the beginning and end of each day to teach Sanford Harmony program to ensure and inclusive and trusting classroom environment for all students.

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

|  X  | Tax Levy |  X  | Title I SWP |  ||  Title I TA |  ||  Title II, Part A |  ||  Title III, Part A |  ||  Title III, Immigrant |
|-----|----------|-----|-------------|-----|-------------|-----|-------------------|-----|-------------------|-----|-------------------|
|     | C4E      |  || 21st Century Grant |  || SIG |  || PTA Funded |  || In Kind |  || Other |

Part 5 – Progress Monitoring

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

Progress will be monitored on a bi-weekly basis, with the PBIS team analyzing data and sharing with staff on monthly basis.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

The school will use a behavioral data management (possible School-Wide Information System-SWIS) to collect, summarize and analyze discipline data on a monthly basis.

Part 5c. In February 2019, 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**

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

**Schools Strengths relative to the Framework of Collaborative Teachers:**

88% of teachers say that teachers at this school work together to design instructional programs. The 2016-2017 Quality Review indicator PS 361 received a good rating in the category of teacher development and evaluated. The 2018-2019 school schedule allows for teachers to plan among the grade at three or more times during the week.

**Priority Needs:**

As the merger of two schools there will be opportunity for vertical teams, inquiry teams, enl teams that span across grades and subject areas. PS 361 will conduct an inquiry cycle based on the results of the ELA State Exam and analysis of student responses on the May 2018 Fountas and Pinnell Assessment.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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 2019, all teachers will have participated in cycles of inquiry in math and ELA in which focused instruction will be provided to targeted students (inclusive of SWD and ENL students) resulting in an increase of student achievement as evidenced by an increase of on rubric score on teacher made assessments.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will engage in professional learning communities aligned to the interest survey, and observation reports.</td>
<td>Administrators’ and teachers</td>
<td>Sept 2018 June 2019 Administrators’ and Teachers, Teaching Matters Coach</td>
</tr>
<tr>
<td>Professional learning opportunities will include how to use student data to inform instruction and small groups.</td>
<td>Administrators’ and teachers</td>
<td>Sept 2018 June 2019 Administrators’, Teachers and Teaching Matters Coach</td>
</tr>
<tr>
<td>Tuesday Parent Involvement sessions will include individual parent meetings.</td>
<td>Teachers</td>
<td>Sept 2018 June 2019 Parent Coordinator Teachers</td>
</tr>
<tr>
<td>All unit plans for all subject areas will include scaffolds and supports for our SWD’s and ENL learners.</td>
<td>Teachers</td>
<td>Sept 2018 June 2019 ENL teacher IEP teacher</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

- Progress Reports (Oct 2018 Jan 2019 May 2019) School website
- Families as Learning Partners (1st Friday of every other month) followed by a workshop by staff member based on parent survey of interest
- Tuesday Afternoon workshop with parents: based on parents survey.

### Part 4 – Budget and Resource Alignment

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

- Monday-Professional Learning Cycles
- Tuesday-Parent Involvement Activities based on individual and class needs
- Funding from Teaching Matters will pay for half of the cost of the partnership.
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
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<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

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.

After each PLC cycle instructional team will analyze Teacher Observations, IEP’s, OORs reports and plan accordingly.

Monthly collection of Tuesday parent log and outreach.

- By January 2019, grade level teacher teams will have logged weekly teacher logs, minutes and plans on PS 361 Google Drive grade level files as monitored by administrators each month

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

PS 361 Google Drive

Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>action plan for this Framework element?</td>
<td></td>
</tr>
<tr>
<td>Specific</td>
<td>By June 2019, 20% of the school staff will engage in distributive leadership training given by administration as evidenced by a progression in 1a, 1b, 3c, 4d and 4e using the Danielson Framework.</td>
</tr>
<tr>
<td>Measurable</td>
<td>Administration will measure teacher progress based on interest and ratings.</td>
</tr>
<tr>
<td>Achievable</td>
<td>Teachers will be given opportunities throughout the school year to be placed in leadership positions.</td>
</tr>
<tr>
<td>Relevant</td>
<td>Developing future leaders is an element of effective leadership to build school capacity.</td>
</tr>
<tr>
<td>Time-bound</td>
<td>The 2018-2019 school year.</td>
</tr>
</tbody>
</table>

### Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate your school’s 2018-19 goal for improving student outcomes</td>
<td>By June 2019, 20% of the school staff will engage in distributive leadership training given by administration as evidenced by a progression in 1a, 1b, 3c, 3d, and 4e on teacher observation reports on Charlotte Danielson rubric.</td>
</tr>
<tr>
<td>and school performance that addresses this element of the Framework</td>
<td></td>
</tr>
<tr>
<td>for Great Schools–Effective School Leadership. Your goal must be</td>
<td></td>
</tr>
<tr>
<td>responsive to the identified priority need(s) indicated in Part 1,</td>
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</tr>
<tr>
<td>and be written as SMART—Specific, Measurable, Achievable, Relevant,</td>
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<tr>
<td>and Time-bound.</td>
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## Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
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<tbody>
<tr>
<td>Teachers will have opportunities to facilitate Professional Learning and Inquiry Cycles based on student data in the content areas. Teachers will have access to school wide data on the PS 361 google drive, identify trends and patterns among the grades and school, and meet with the instructional cabinet to plan professional development opportunities.</td>
<td>Administrators’ and teachers Sept 2018 June 2019</td>
<td>Administrators and teacher</td>
</tr>
<tr>
<td>Select teachers will have the opportunity to facilitate parent meetings in the morning and evening to support home school connection as it pertains to reading and math.</td>
<td>Administrators’ and teachers Sept 2018 June 2019</td>
<td>Administrators and teacher</td>
</tr>
<tr>
<td>Families will be informed via newsletters, progress reports, phone calls an conferences to discuss student progress</td>
<td>Administrators’ and teachers Sept 2018 June 2019</td>
<td>Administrators and teachers</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

**Progress Reports (Oct 2018, Jan 2019, May 2019)**

Families as Learning Partners (1st Friday of every other month) followed by a workshop by staff member based on parent survey of interest

Tuesday Afternoon workshop with parents: Math games, Homework help, etc

### Part 4 – Budget and Resource Alignment

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

<table>
<thead>
<tr>
<th>Instructional Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP Teacher, ENL Teacher, RTI Coordinator</td>
</tr>
<tr>
<td>Metamorphosis Staff Developers</td>
</tr>
</tbody>
</table>

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

There will be a calendar of collecting student work in a systematic way depending on the end dates of the units. The instructional team will have an opportunity to collect data on chosen students and provide feedback. The instructional team will compare feedback to teachers from one cycle to another. Administrator’s will compare student work samples, feedback from instructional team and observations for trends and patterns.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

The instructional team will create a checklist for specific students work samples. Administrator’s will compare student work samples, feedback from instructional team and teacher observations for trends and patterns.

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.</td>
<td>Our strengths include Families as Learning Partners, which takes place the first Friday of every other month. During this time, parents visit their students classroom and complete a hands on activity with their child. Afterwards, parents are invited to a meeting led by various staff members with a specific focus that will help parents at home with instruction, and social and emotional needs. 95% of parents say that they are satisfied with the education their child received this year, and 90% of parents say that this school offers a wide enough variety of courses, extracurricular activities, and services to keep their child interested in school (School quality Snapshot)</td>
</tr>
<tr>
<td>2.</td>
<td>What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
<td>Increase parent involvement of our English Language Learners.</td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Number</th>
<th>Goal</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indicate your school’s 2018-19 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.</td>
<td>By June 2019, 50% of our parents will participate in at least two school community events hosted by P.S. 361 as measured by attendance sheets.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>

- **Implement monthly Family Fridays for students in grades Pre k-5**
  - Class Dojo and school website will be further strengthened so that parents can access it more freely.
  - Classroom Visits
    - Parent breakfast/Parent Appreciation Day breakfast

- **Building walk through with SLT And PTA executive board (approx. 5 parents) to share effective instruction variety of multi-media tools**
  - Class webpages for every class, maintained and regularly updated with current curriculum focus, class celebratory activities, parent invitations etc.

- **Assistant Principal and Parent Coordinator will help to identify one parent leader for each group represented in the school. This parent will help with communication of ideas to and from school.**

- **Teachers of English Learners will meet bi-weekly to discuss best instructional practices. Teachers will utilize assessments, student work, and adminstration feedback.**

- **Teachers of Students with Disabilities will meet bi-weekly to discuss best instructional practices. Teachers will utilize assessments, IEP, student work and adminstration feedback.**

  Supporting parents with making informed decision as it relates to IEP’s, programming adaptations, and IEP goals.

- **Administrators and teachers**
  - Sept 2018
  - June 2019
  - Administrators and teachers, ENL teacher

- **Administrators and teachers**
  - Sept 2018
  - June 2019
  - Administrators and teachers

- **Administrators and teachers**
  - Sept 2018
  - June 2019
  - Administrators and teachers

- **Administrators and teachers**
  - Sept 2018
  - June 2019
  - Administrators and teachers

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.
Part 4 – Budget and Resource Alignment

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

<table>
<thead>
<tr>
<th>Title III plan and budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reader’s Theater</td>
</tr>
<tr>
<td>Books on CD</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

Sign in sheets will be collected after each session

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

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Sign in sheets will be collected and analyzed. We will be able to notice who is attending and or not attending on a consistent basis.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| **English Language Arts (ELA)**            | Benchmark F&P results in September 2018
Diagnostic results from I-Ready
Hold over students | Guided Reading
Shared Reading
Spire | Small group
Instructional groups | Throughout the day |
| **Mathematics**                            | Math Baseline assessments
Diagnostic results from I-ready | Strategy lessons
Re-teach lessons | Small groups
Instructional groups | Throughout the day |
| **Science**                                | Science unit performance tasks | Hands on experiments and projects | Small groups
Instructional groups | Fridays |
| **Social Studies**                         | Social Studies performance tasks | Projects
Repeated reading | Small groups
Instructional groups | Fridays |
| **At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)** | Poor social and or emotional needs
Significant behavior concerns | Counseling | Individual
Small Groups | Daily |
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

<table>
<thead>
<tr>
<th><strong>Part A: FOR TITLE I SCHOOLS</strong></th>
<th>Currently there are 22 Students in Temporary Housing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Our students receive school supplies, uniforms and books. STH receive counseling if requested by their parents.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part B: FOR NON-TITLE I SCHOOLS</strong></th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

<table>
<thead>
<tr>
<th>NA</th>
<th></th>
<th></th>
</tr>
</thead>
</table>


Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

All staff members participate in our professional learning communities on Monday afternoons. Topics include: guided reading, shared reading, accountable talk, conferring and number talking. One teacher for each content area is a District 22 Ambassador. Once a month, teachers from the district meet based on content and share best practices. The ambassadors share information with administration and then turn key during grade meetings, or professional learning days.

Part 3: TA Schools Only

3a. Use of Program Resources

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

na

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).

na
Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The school has a MOSL committee that met in the beginning of the school to decide on the best assessments to fit the needs of our young scholars. Teachers have the opportunity to meet on a weekly basis during their common planning to examine the data to make the next instructional steps in our school. Our school wide focus is Assessment in Instruction so we ensure on a daily basis that the needs of our students are being met. Teachers have an opportunity to meet on Monday’s for a professional learning cycle of 6 weeks to analyze an array of student data.

4c. “Conceptual” Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. 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 consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Place an (X) in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$35,222.00</td>
<td><strong>Verify with an (X)</strong></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$48,136.00</td>
<td><strong>Verify with an (X)</strong></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$20,429.00</td>
<td><strong>Verify with an (X)</strong></td>
</tr>
</tbody>
</table>
Title III, Immigrant Federal 0 \( \times \) [ ]

Tax Levy (FSF) Local 3,967,632.00 \( \times \) [ ]

**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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

**Parent and Family Engagement Policy**

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. P.S 361 East Flatbush Early Childhood School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

**Support for Parents and Family Members of Title I Students**

PS 361 will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision-making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

● actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

● engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

● ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

● support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

● Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.

● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/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 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA);

● 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;

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### Encouraging School-Level Parental Involvement

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.

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### School-Parent Compact (SPC)

School-Parent Compact (SPC) Template

[PS 361], in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

---

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

---

### I. School Responsibilities: Providing General Support to Parents

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 Every Student Succeeds Act (ESSA) Title I requirement for Every Student Succeeds Act (ESSA) 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

Student Responsibilities:

- attend school regularly and arrive on time;
● complete my homework and submit all assignments on time;

● follow the school rules and be responsible for my actions;

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

● Always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

<table>
<thead>
<tr>
<th>Part A: School Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of School:</td>
</tr>
</tbody>
</table>

This school is (check one): ☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)

<table>
<thead>
<tr>
<th>Part B: Direct Instruction Supplemental Program Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>The direct instruction component of the program will consist of (check all that apply):</td>
</tr>
<tr>
<td>❏Before school ❏After school ☒Saturday academy</td>
</tr>
<tr>
<td>Total # of ELLs to be served: ____</td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
</tr>
<tr>
<td>☐K ☒1 ☒2 ☒3 ☒4 ☒5</td>
</tr>
<tr>
<td>☐6 ☒7 ☒8 ☒9 ☒10 ☒11 ☒12</td>
</tr>
<tr>
<td>Total # of teachers in this program: ____</td>
</tr>
<tr>
<td># of certified ESL/Bilingual teachers: ____</td>
</tr>
<tr>
<td># of content area teachers: ____</td>
</tr>
</tbody>
</table>
Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the
• rationale
• subgroups and grade levels of students to be served
• schedule and duration
• language of instruction
• # and types of certified teachers
• types of materials

Begin description here: ________

The program design will consist of groups as follows: Entering/Emerging grades 1-2,
Entering/Emerging grades 3-5, Transitioning/Expanding grades 1-2, Transitioning/Expanding 3-5. The program will begin in November 2018 and end in June 2019. All students will meet on Saturday from 8:00am-12:00pm. Students will meet for one session a week for a total of 25 sessions over the course of the program. Program attendance will be taken by participating teachers and maintained on file with the participating ENL teacher. Parents will be notified of the program and updates with their child's attendance in the program via a letter that will be translated into parents preferred languages.

The plan for this program is to provide targeted supplemental instruction in speaking, listening, reading and writing. Students will receive supplemental instruction in an effort to target and improve specific modality proficiency per student for adequate yearly progress. Instructional materials, distinct from those used for daily instruction, will be purchased. Since this is the only Saturday program, we will need to hire a supervisor. Language development will be taught using staff developed thematic ELA units aligned with the Common Core State Standards and scaffolds will be provided at each proficiency level to address the individual needs of the students in the program. In addition, the units will include language objectives from purchased NYSESLAT preparation materials, such as "Getting Ready for the NYSESLAT" by Annatasio and Associates, Inc. and will target the four modalities of ENL instruction - listening, speaking, reading and writing.

One certified ENL teacher will work with five common branch teachers to provide Speaking/Listening/Reading/Writing instruction. The ENL teacher will co-teach and co-plan with each of the common branch teachers. The ENL teacher will spend 60 minutes each Saturday after the program ends to plan and provide professional development on how to integrate ENL methodologies with content instruction.

Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.
• rationale
• teachers to receive training
• schedule and duration
• topics to be covered
• name of provider

Begin description here: ________

The rationale for professional learning for Title III program teachers is to acquaint them with the expectations and goals of the program and to meet through the duration of the twenty-five weeks to assess progress in language acquisition and apply alternative instructional methodologies as needed.
### Part C: Professional Development

<table>
<thead>
<tr>
<th>Topic</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Building a Positive Learning Environment</td>
<td>Building relationships, resources to be used in the ENL classroom and establishing routines.</td>
</tr>
<tr>
<td>2: Scaffolding for English language Learners - Part I</td>
<td>To provide an overview of scaffolding methodologies for integrated instruction in all modalities of learning English as a New Language</td>
</tr>
<tr>
<td>3: Teaching Beginning ELL</td>
<td>Key elements of curriculum and daily instruction for entering ELLs</td>
</tr>
<tr>
<td>4: Scaffolding for English language Learners - Part II</td>
<td>To implement scaffolding of language instruction based on ENL proficiency level</td>
</tr>
<tr>
<td>5: Teaching Intermediate ELL</td>
<td>To assess the successes of implemented scaffolding strategies based on ENL level of proficiency</td>
</tr>
<tr>
<td>6: Teaching ELLs in the Content Areas</td>
<td>To mainstream the ELL students into classrooms through teaching social studies and science</td>
</tr>
<tr>
<td>7: Using learning Games in the ENL Classroom - Part I</td>
<td>To scaffold teaching Tier II and Tier III vocabulary to classrooms with mixed language proficiency groups</td>
</tr>
<tr>
<td>8: Using learning Games in the ENL Classroom - Part II</td>
<td>To assess the success of implementing Tier II and Tier III vocabulary to classrooms with mixed language proficiency groups</td>
</tr>
</tbody>
</table>

All records (agendas, sign in sheets, handouts, etc.) will be maintained by the ENL teacher. The professional learning provided to teachers is intended to enhance teacher practice, thereby improving student progress.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: ___________

One parent workshop will be held each month (the first Saturday of each month) totaling a number of eight sessions. Each session will be one hour long. Workshops will incorporate best practices parents can use at home, understanding exams, etc. Workshops will be facilitated by the ENL teacher. Interpreters will be present.
**Part E: Budget**

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Brooklyn</td>
<td>361</td>
</tr>
</tbody>
</table>

School Name: The East Flatbush Primary School

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Tiffany Frazier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Phyllis Woods</td>
</tr>
<tr>
<td>Coach</td>
<td>Lakisha Conyers</td>
</tr>
<tr>
<td>Coach</td>
<td>type here</td>
</tr>
<tr>
<td>ENL/Teacher</td>
<td>Carline Derosier</td>
</tr>
<tr>
<td></td>
<td>School Counselor</td>
</tr>
<tr>
<td></td>
<td>type here</td>
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<tr>
<td>Teacher/Subject</td>
<td>Pascale</td>
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<tr>
<td>Branch</td>
<td>type here</td>
</tr>
<tr>
<td>Parent</td>
<td>Shirley Carty</td>
</tr>
<tr>
<td>Teacher/Subject</td>
<td>type here</td>
</tr>
<tr>
<td>Branch</td>
<td>Juliza Colon</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>type here</td>
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<tr>
<td>Related-Service</td>
<td>type here</td>
</tr>
<tr>
<td>Provider</td>
<td>Field Support Center Staff Member</td>
</tr>
<tr>
<td></td>
<td>type here</td>
</tr>
<tr>
<td>Superintendent</td>
<td>type here</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>type here</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>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)</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics
Total number of students in
school (excluding pre-K) | 504 |
Total number of ELLs | 94 |
ELLS as share of total student population (%) | 18.65% |

**Part II: ELL Demographics**

### A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply:

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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</thead>
<tbody>
<tr>
<td>TBE</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>TBE</td>
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</tbody>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE (Transitional bilingual education program)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>DL (Dual language program)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

**Bilingual Program Breakdown**

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<th>Tot #</th>
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<tbody>
<tr>
<td>TBE</td>
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</tbody>
</table>

**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

The early literacy skills of all PS 361 students, including ELLs, are assessed through the Fountas & Pinnell Benchmark Assessment System which is administered formally four times per year. Based on initial benchmark assessments given in September 2014, all of the first and second grade ELLs were performing below grade level standards in reading (level E for grade 1 and level I/J for grade 2). Of the twenty-five kindergarten students enrolled at the time, 7 students knew no letters and sounds, 9 knew some letters and sounds and 8 knew all letters and sounds. F&P Data for 2015-2016 is currently being collected. Once collected and analyzed, this data will be utilized when planning lessons that coincide with the units of study in each curriculum area in an effort to provide differentiated instruction that addresses the needs of a wide range of learners by providing “multiple pathways” in the teaching and learning process. Running records will be used to help identify the reading difficulties of individual students or monitor progress at regular intervals. During small group reading instruction, students will
receive targeted instruction based on their area(s) of need (i.e., phonemic awareness, phonics, comprehension, vocabulary and fluency).

2. What structures do you have in place to support this effort?

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need? Program success is measured by the number of students meeting annual measurable achievement objectives for English Language Learners set forth by the State Education Department. NYSESLAT data is reviewed to determine whether or not students are moving through the language proficiency levels. The administrative cabinet and ENL staff look for trends in scores to determine how effective current instructional approaches are for our ELLs. Data is utilized to assist teachers in making modifications to the core instructional program, as well as, plan targeted interventions for specific groups of students.

4. What structures do you have in place to address interventions once the summative data has been gathered?

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.] PS 361 implements the RtI framework. When looking at data as a whole, the administrative cabinet (Principal, Assistant Principal, RtI Coordinator, Instructional Coach, AIS Provider) and ENL staff look at the effectiveness of the core instructional programs for ELLs first. If a large number of ELL students in a particular class or grade are making minimal progress and/or are underperforming, teachers focus on improving core instruction so that it is targeted to student needs. The instructional coach will provide in-class support to teachers, where necessary. If most English Language Learners are making adequate progress in a class or grade, the next step would be to look at specific students of concern and tailor supports to address his/her needs (i.e., Tier 1, Tier 2 or 3 interventions). Individual student progress is monitored by the classroom and ENL teachers over a period of time and a referral made to the RtI team, if necessary.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? (Refer to the ELL Data Analysis Tool and RLAT from ATS). NYSESLAT data patterns from the past two years indicate that students are making small gains in English language development. Of the 33 students for which we currently have comparable NYSESLAT data, 5 students attained proficiency, 11 students advanced one proficiency level, 15 maintained the same proficiency level and 2 students regressed. It was noted that PS 361 students do not typically attain English language proficiency until they have received one or more years of ENL service.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

---

**Part IV: ELL Programming**

**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 361 offers two organizational models of English Language instruction for English Language Learners at this time: 
Kindergarten
and grade one ELLs are grouped together by grade. Grade two students are heterogeneously grouped (mixed 
proficiency levels) 
in regular classroom settings. All ENL students receive the required units of study in stand alone ENL and integrated 
ENL instruction 
based on their proficiency levels as outlined in CR Part 154-2. Special education students are placed in programs as 
per their
Individualized Education Plan (IEP) recommendations and receive ENL services via a pull-out model.

b. TBE program. If applicable.
   N/A

c. DL program. If applicable.
   N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each 
program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 
below)?
   
   PS 361 will continue to need at least two licensed ENL teachers on staff full time to ensure that the amount of 
ENL instruction students 
receive is aligned with the CR Part 154 requirements for English Language Learners. Students who perform at the entering and 
emerging levels of proficiency on the NYSITELL or NYSESLAT receive 180 minutes of ENL instruction and 180 minutes of 
ENL/ELA instruction weekly, totaling 360 minutes of instruction. Students who are at the transitioning and expanding level 
receive 180 minutes of ENL/ELA instruction weekly. Students who perform at the commanding (proficient) level will continue 
to receive 90 minutes of integrated ENL in ELA or a content area for an additional two years.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and 
methods used to make content comprehensible to foster language development and meet the demands of the Common Core 
Learning Standards.
   Students in our ENL programs receive all content area instruction in English with home language support. Home 
language support is given via home language libraries/books on tape, technology enrichments - use of Imagine Learning 
English program, the buddy system and/or a bank of interpreters (staff) called upon to support students. Units of study in all 
curricular areas are developed to ensure that all students, including ELLs are actively engaged in standards-based academic 
instruction with a focus on developing the four modalities of English acquisition (listening/speaking and reading/writing). In 
order to maximize English language acquisition for ELLs, the ENL and classroom teachers work closely to deliver literacy 
instruction, as well as, tailor instruction to meet the needs of ELLs. Teachers teach content in strategic ways that make 
concepts comprehensible while promoting student’s academic English language development (i.e. slower speech, clear 
enunciation, use of visuals or demonstrations, use of realia or manipulatives, targeted vocabulary development, connections 
to student experiences and use of supplementary materials). Common weekly preparation time is scheduled for general 
education teachers of ELLs with ENL teachers for collaborative lesson planning.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   PS 361 is a Pre-K to 2 school and students do not take assessments in their home language.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status
PS 361 does not have SIFE students or long-term ELLs. As a Pre-K through grade 2 school, PS 361 only has ELLs who have been in US schools less than three years (newcomers), ELLs receiving service 4 to 6 years (if an ELL has been holdover) and former ELLs (in years 1 and 2 after testing proficient). To meet the needs of these ELLs, teachers modify instruction based on their knowledge of the students in their classrooms. Using the curriculum maps as a guide, teachers plan lessons and design classroom learning experiences that are responsive to the wide range of student needs in the classroom. The progress of former ELLs is monitored closely by RtI team members and they are provided with 90 minutes of study per week of Integrated ENL or other approved Former ELL services for an additional two years, as per CR Part 154.2. Additional support can be invitation to participate in afterschool, AIS, etc.

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

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Special education students are placed in programs as per their Individualized Education Plan (IEP) recommendations and receive ENL services via the pull-out model. ENL teachers are given copies of IEPs for ELL-SWDs so they can provide ENL instruction that is geared not only in attaining English proficiency, but assisting students in achieving their IEP goals. Whenever possible, students with disabilities are flexibly programmed to receive ENL services with their general education peers.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
PS 361 offers the following intervention services for ELLs in all subgroups: Title III Afterschool Program (Literacy) and Academic Intervention Services (Literacy and Math). All instructional services are offered in English. Imagine Learning English, a computer assisted program, is utilized by ELLs during the school day. Language support is provided in two languages (home language and English) an slowly transitions to only English.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
Common weekly preparation time will be scheduled for general education teachers of ELLs with ENL teachers to allow for collaborative lesson planning.

10. If you had a bilingual program, what was the reason you closed it?
In an effort to further promote collaborative learning between all staff, decrease the amount of time students are taken out of their classrooms and decrease the amount of instructional time lost as students travel between classrooms, we will promote push-in and self-contained models as opposed to pull-out programs to the best extent we can.
11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

In addition to mandated ENL services, ELLs are invited to participate in Academic Intervention services in Literacy and Math (during the school day) when needed. Students are chosen when they are not meeting Fountas & Pinnell benchmark levels (literacy) or attaining mastery of concepts on unit assessments (math) for their grade. All ELLs (grades 1 & 2) are invited to participate in the Title III Extended Day program. Invitation letters are sent home to parents of students inviting them to participate in the programs named above. ELLs are also invited to participate in the extracurricular activities offered: chorus, violin, band, and visual arts. Students are invited to participate if they demonstrate a natural affinity to the specific art area (in class sessions or during an "audition") or express a strong interest in it. ELLs are also included in the two Community Based Organization afterschool education programs housed at PS 361: CAMBA and HELP via parent request.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Teacher’s College Reading and Writing Project (TCRWP) materials are the primary vehicle for literacy instruction for all students, including ELLs. Classroom teachers make necessary accommodations to program materials for ELLs who require it. All classrooms are equipped with SMARTBoards and desktops or laptops and iPads are available for use in kindergarten. Students are engaged in read alouds, shared and guided reading/writing and computer assisted instruction in literacy. Our ENL teacher collaborates with special education classroom teachers to plan her lessons so that students are introduced to concepts the week before they are introduced in their regular classroom; instruction in all grades is paralleled to the classroom instruction. MONDO’s Let’s Talk About It! supports our efforts in increasing oral language development in students while linking oral language instruction to reading and writing instruction. Engageny materials are utilized to support math instruction.

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

Home language support is given via home language libraries, technology enrichments, the buddy system and/or support from a staff member who can translate and interpret for the student. We have begun to create glossaries and word walls with home language translations in the classrooms of ELLs.

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

All required support and resource materials utilized correspond to our ELLs’ ages and grade levels; scaffolding of lessons is provided based on student language proficiency levels. Students in grades K-2 are grouped with students of the same age/grade; special education students in grades K, 1 & 2 are grouped together.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

Teacher’s College Reading and Writing Project (TCRWP) materials are the primary vehicle for literacy instruction for all students, including ELLs. Classroom teachers make necessary accommodations to program materials for ELLs who require it. All classrooms are equipped with SMARTBoards and desktops or laptops and iPads are available for use in kindergarten. Students are engaged in read alouds, shared and guided reading/writing and computer assisted instruction in literacy. Our ENL teacher collaborates with special education classroom teachers to plan her lessons so that students are introduced to concepts the week before they are introduced in their regular classroom; instruction in all grades is paralleled to the classroom instruction. MONDO’s Let’s Talk About It! supports our efforts in increasing oral language development in students while linking oral language instruction to reading and writing instruction. Engageny materials are utilized to support math instruction.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
In an effort to assist newly enrolled ELL students before the beginning of the school year, parents and students are invited to tour the school building and students are assigned a buddy (Parent Coordinator/member of the School Assessment Team) to check in on them.

17. What language electives are offered to ELLs?
   As a Pre-K to 2 school, language electives are not offered.

18. 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) ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?
   N/A

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**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 and non-pedagogic staff.) 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?

   The PS 361 Professional Development focus for 2015-2016 for all teachers, including teachers of ELLs, is Assessment in Instruction. The plan will continue to support the teachers who work with ELLs during the school day, as well as, in the Title III programs. During weekly curriculum planning meetings, informal and formal observations, administrators offer concrete suggestions to teachers regarding lesson modifications to increase comprehensible input for ELLs in their classes while maintaining rigor necessary for students to meet Common Core Learning Standards. All teachers meet weekly on Monday afternoons for professional learning and on Tuesday afternoons for Inquiry work. As prescribed by CR Part 80, at least 15% of the professional learning sessions in 2015-2016 will be dedicated to training general education teachers in language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs and 50% of professional learning sessions for teachers of ELLs will be dedicated to language acquisition in alignment with core content area instruction, including focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. A professional learning session will be scheduled to focus specifically on the translation and interpretation services available to staff. All teachers and staff have received a copy of the "I Speak..." card which includes the phone number for over-the-phone interpretation. Teachers of ELLs will continue to be invited to attend related professional development opportunities offered through the Department for Educators of English Language Learners (DELL) program and the district throughout the school year as they relate to the needs of our staff and/or ELL population.

   During weekly curriculum planning meetings, informal and formal observations, administrators offer concrete suggestions to teachers regarding lesson modifications to increase comprehensible input for ELLs in their classes while maintaining rigor necessary for students to meet Common Core Learning Standards. All teachers meet weekly on Monday afternoons for professional learning and on Tuesday afternoons for Inquiry work. Teachers of ELLs have attended and will continue to be invited to attend related professional development opportunities offered through the Department for Educators of English Language Learners (DELL) program and the district throughout the school year as they relate to the needs of our staff and/or ELL population.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.
The administrators of PS 361 and PS 269 (our feeder school) dialogue to create a shared curricular vision (vertical alignment). Grade two teachers are given the opportunity to collaborate with grade three teachers during the school year during professional learning sessions and PS 361 teachers play an integral role in the reorganization of grade two students going to PS 269 for grade three (i.e. grade three classes are made at PS 361). To support families in the transition to grade three, PS 269 typically holds an Open House each Spring for incoming parents. The professional development plan for PS 361 for 2015-2016 will be designed to include providing professional development to all teachers in an effort to best meet the needs of our students and to satisfy CR Part 154.2 requirements. ENL teachers will be invited to participate in PD opportunities offered through the district throughout the year. ELL teachers will turnkey information to general and special education education staff at weekly Monday professional learning community sessions. Records are maintained in a binder entitled Professional Learning Communities.

### Parental Involvement

1. **How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas?**

   Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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

2. **Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.**

   It is our belief that parents play an integral role in supporting their child’s learning. All parents, including parents of ELLs, are encouraged to be actively involved in their child’s education. With this in mind, PS 361 has provided school folders for regular written communication between teacher and the home. In addition to weekly homework sheets, monthly newsletters are sent home for each grade. Written progress reports are given three times a year in addition to report cards to keep parents informed of their progress as well. Parents are invited to become school volunteers via the Learning Leaders program. Our bi-monthly Families as Learning Partners initiative provides opportunities for parents to participate in their child’s classroom activities. Town Hall meetings are held afterwards with the administration and parents. Materials are provided and training is given to help parents work with their children to improve their achievement levels at various workshops held throughout the school year (i.e. Family Literacy, Family Math). Workshops specifically geared for parents of ELLs are planned. Topics may include, but are not limited to: stages of English language acquisition, NYSESLAT preparation.

### 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.
### Part V: ELL Identification Attestation

#### Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Tiffany Frazier, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiffany Frazier</td>
<td>Principal</td>
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<td>10/31/15</td>
</tr>
<tr>
<td>Phyllis Woods</td>
<td>Assistant Principal</td>
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<td>10/31/15</td>
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<tr>
<td>Juliza Colon</td>
<td>Parent Coordinator</td>
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<td>10/31/15</td>
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<tr>
<td>Carline Derosier</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/31/15</td>
</tr>
<tr>
<td>Shirley Carty</td>
<td>Parent</td>
<td></td>
<td>10/31/15</td>
</tr>
<tr>
<td>Pascale Fennell</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/31/15</td>
</tr>
<tr>
<td>Lakisha Conyers</td>
<td>Coach</td>
<td></td>
<td>10/31/15</td>
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<tr>
<td></td>
<td>School Counselor</td>
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<tr>
<td></td>
<td>Superintendent</td>
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<td></td>
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<tr>
<td></td>
<td>Field Support Center Staff Member</td>
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<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
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<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
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</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phyllis</td>
<td>Woods</td>
<td>Assistant Principal</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Margaret</td>
<td>Fico</td>
<td>ENL Teacher</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>516</td>
<td>73.3%</td>
<td>506</td>
<td>71.88%</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td>73</td>
<td>10.37%</td>
<td>82</td>
<td>11.65%</td>
</tr>
<tr>
<td>Spanish</td>
<td>75</td>
<td>10.65%</td>
<td>76</td>
<td>10.8%</td>
</tr>
<tr>
<td>Arabic</td>
<td>24</td>
<td>3.41%</td>
<td>24</td>
<td>3.41%</td>
</tr>
<tr>
<td>Urdu</td>
<td>6</td>
<td>.85%</td>
<td>6</td>
<td>.85%</td>
</tr>
<tr>
<td>French</td>
<td>7</td>
<td>.99%</td>
<td>7</td>
<td>.99%</td>
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<tr>
<td>Tamil</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>.14%</td>
</tr>
<tr>
<td>Chinese</td>
<td>1</td>
<td>.14%</td>
<td>1</td>
<td>.14%</td>
</tr>
<tr>
<td>Croatian</td>
<td>1</td>
<td>.14%</td>
<td>1</td>
<td>.14%</td>
</tr>
<tr>
<td>Araucan</td>
<td>1</td>
<td>.14%</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

English, Haitian Creole, Spanish

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Handbook</td>
<td>September</td>
<td></td>
</tr>
<tr>
<td>Parent Orientation Night Announcement</td>
<td>September</td>
<td>To ensure timely provision of translated documents to parents, documents for the year will be forwarded to the NYCDOE Translation &amp; Interpretation Unit in September. Where possible, documents will be forwarded in the summer prior to the start of the school year.</td>
</tr>
<tr>
<td>Monthly Calendars</td>
<td>September-June</td>
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<tr>
<td>Monthly Newsletters</td>
<td>September-June</td>
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<tr>
<td>Parent-Teacher Conference Announcements</td>
<td>November, March, May</td>
<td></td>
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<tr>
<td>Title III</td>
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<tr>
<td>Saturday Program Information</td>
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<tr>
<td>NYSESLAT</td>
<td>November</td>
<td></td>
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<tr>
<td>Gifted and Talented Test Information</td>
<td>April</td>
<td></td>
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<tr>
<td>Other Letters from School Leaders</td>
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</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Required ENL Face-to-Face Meetings - Program Goals</td>
<td>Tuesday afternoons from 2:40-3:20 (per collective bargaining agreement) September-June</td>
<td>NYCDOE Translation &amp; Interpretation Unit; the Big Word; internal bilingual school staff</td>
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<tr>
<td>Parent Teacher Conferences</td>
<td>November, March</td>
<td>NYCDOE Translation &amp; Interpretation Unit; the Big Word; internal bilingual school staff</td>
</tr>
<tr>
<td>Parent Teacher Conferences - select students</td>
<td>May</td>
<td>NYCDOE Translation &amp; Interpretation Unit; the Big Word; internal bilingual school staff</td>
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</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of a school emergency, internal bilingual school staff will make outreach to families whose preferred oral language is Haitian Creole, Spanish, Arabic, and Urdu. The NYCDOE Translation & Interpretation Unit will be contacted to assist in reaching families with other languages.

Part C: Training Staff on Policies and Procedure
Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

To ensure that school personnel are aware of the DOE’s language access resources (ie Language line, translation services), ENL teacher/Language Access Coordinator, Margaret Fico, will disseminate information to staff during a faculty meeting in September.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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