2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 29Q360
School Name: 29Q360
Principal: RACHEL THOMAS
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

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  • Section 5B Framework for Great Schools Element - Supportive Environment
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  • Section 5D Framework for Great Schools Element - Effective School Leadership
  • Section 5E Framework for Great Schools Element - Strong Family-Community Ties

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Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
### Section 1: School Information Page

#### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>PS 360Q</th>
<th>School Number (DBN):</th>
<th>29Q360</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades Served:</td>
<td>PK-3 - (current)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Address:</td>
<td>199-10 112 th Avenue, St. Albans, NY 11412</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718.776.7370</td>
<td>Fax: 718.776.7380</td>
<td></td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Rachel Thomas</td>
<td>Email Address: <a href="mailto:rthomas11@schools.nyc.gov">rthomas11@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Principal:</td>
<td>Rachel Thomas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Emilio Burgos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents' Association President:</td>
<td>Sheree Gibson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Gina Fasano</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>29</th>
<th>Superintendent:</th>
<th>Ms. Beverly Mitchell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>PS 35Q, 90-11 191 Street, Room 122, Hollis, New York 11423</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:bmitche2@schools.nyc.gov">bmitche2@schools.nyc.gov</a></td>
<td>Tel: 718 217-7740 Ext. 1222</td>
<td>718 217-7739</td>
</tr>
<tr>
<td>Phone Number:</td>
<td></td>
<td>Fax:</td>
<td></td>
</tr>
</tbody>
</table>

#### Field Support Center (FSC)
Queens

FSC: ____________________________ Executive Director: ____________________________

8201 Rockaway Blvd., Queens, NY 11416

Executive Director’s Office Address: ________________________________________________

Executive Director’s Email Address: Mwilks@schools.nyc.gov

Phone Number: ____________________________ Fax: ____________________________

Executive Director’s Email Address: Mwilks@schools.nyc.gov

Phone Number: 718-281-3259

718-281-3509
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent 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>Rachel Thomas</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Mr. Emilio Burgos</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Ms. Sheree Gibson</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Mr. Eric Nolan</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Charlotte Perry</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Lacita Polite</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Christina MacMillan</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Ms. Gina Fasano</td>
<td>Member/Staff - Teacher</td>
<td></td>
</tr>
<tr>
<td>Ms. Annette Perez</td>
<td>Member/Staff-Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Kamla Sandiford</td>
<td>Member/Staff-Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Teacher</td>
<td></td>
</tr>
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<td>Member/</td>
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<td></td>
<td>Member/</td>
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</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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>
</tr>
</thead>
<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>
</tr>
<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>
</tr>
<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>
</tr>
</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 Requirements and Strengthening Title I Parent Involvement
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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vision</strong></td>
</tr>
<tr>
<td>PS 360Q is a place where student scholars strive for excellence academically, socially, and emotionally in a safe and supportive environment. All staff members will work in partnership with parents and the community to create an</td>
</tr>
</tbody>
</table>
environment where student scholars are empowered to discern strengths and achieve maximum success. High expectations will be the standard for all. Our school community shares the belief that all children can and will learn.

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.

<table>
<thead>
<tr>
<th>PS 360Q is a school that opened in the fall of 2015. For the school year 2018-2019 PS 360Q will service grades PreK-3. A grade will be added through 2020 to provide public school education for Pre-K through 5th grade students. We have 97% African American students, 3% Hispanic students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school has a certified Music teacher who brings with her a grant from &quot;Music in the Brain&quot; that teaches students how to play musical instruments. Our school has a certified Physical Education teacher who implements our Physical Education curriculum along with our Health curriculum. We have a Community Based Organization for our after-school program, &quot;Joe's Music&quot; which not only provides homework help but also STEM activities.</td>
</tr>
</tbody>
</table>

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

| PS 360Q has students with IEPs mandating speech and occupational therapy. We have a Speech teacher who comes to the school four times a week to meet the students speech requirements. We have an Occupational Therapists who sees the students as per the mandates of their IEP. PS 360Q has students with IEPs who have an ICT designation who are in an ICT class. PS 360Q has students who have an IEP that mandate counseling. PS 360Q has a counselor who comes once a week to service those students. |

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.

<table>
<thead>
<tr>
<th>Our 2017-2018 School Quality Guide showed an increase in three of the six areas of school conditions and practices: Rigorous Instruction, Collaborative Teachers and Supportive Environment. The greatest increase was in Collaborative Teachers where the school's score increased from 4.75 to 4.99 an increase of +.24 points.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The areas of focus are Effective Leadership, Strong Family-Community ties and Trust. Of the three listed the greatest increase was in Supportive Environment where the school's score increased from 4.81 to 4.99 a decrease of +.18 points.</td>
</tr>
</tbody>
</table>
### School Demographics and Accountability Snapshot for 29Q360

**School Configuration (2018-19)**

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04, 05</th>
<th>Total Enrollment (2017-18)</th>
<th>173</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
</table>

**English Language Learner Programs (2018-19)**

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>N/A</th>
<th>Dual Language</th>
<th>N/A</th>
<th>Self-Contained English as a Second Language</th>
<th>N/A</th>
</tr>
</thead>
</table>

**Special Education Programs/Number of Students (2015-16)**

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th>N/A</th>
<th># SETSS (ELA)</th>
<th>1</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Classes (Math)</td>
<td>N/A</td>
<td># SETSS (Math)</td>
<td>N/A</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types and Number of Special Classes (2018-19)</th>
<th>N/A</th>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
</tr>
</thead>
</table>

**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) (2016-17)**: 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
- **Global History Performance at levels 3 & 4**: N/A
- **US History Performance at Levels 3 & 4**: N/A
- **4 Year Graduation Rate**: N/A
- **6 Year Graduation Rate (2011 Cohort)**: N/A
- **Regents Diploma w/ Advanced Designation**: N/A

**Racial/Ethnic Origin (2017-18)**

- % American Indian or Alaska Native: 0.0%
- % Black or African American: 95.4%
- % Hispanic or Latino: 4.0%
- % Asian or Native Hawaiian/Pacific Islander: 0.6%
- % White: 0.0%
- % Multi-Racial: 0.0%

**Overall NYSED Accountability Status (2018-19)**

- **Student Composition (2017-18)**:
  - % Title I Population: 60.0%
  - % Free Lunch: 52.0%
  - % Limited English Proficient: 0.0%
  - % Students with Disabilities: 9.2%

**School Personnel (2015-16)**

- Years Principal Assigned to School: 1.15
- % of Teachers with No Valid Teaching Certificate: 0%
- % Teaching Out of Certification: 0%
- % with Fewer Than 3 Years of Experience: 43%

**Average Teacher Absences (2016-17)**

- % Multi-Racial: 0.0%
- % Asian or Native Hawaiian/Pacific Islander: 0.0%
- % Black or African American: 0.0%
- % Hispanic or Latino: 0.0%
- % Limited English Proficient: 0.0%
- % White: 0.0%

**Graduation (2016-17)**

- % Graduates: 83.0%

**Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)**

**Elementary/Middle School**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Economically Disadvantaged**

- N/A ALL STUDENTS

**High School**

**Met Adequate Yearly Progress (AYP) in ELA (2016-17)**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Economically Disadvantaged**

- N/A ALL STUDENTS

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
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</tr>
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<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Economically Disadvantaged**

- N/A ALL STUDENTS

**Met Adequate Yearly Progress (AYP) in Science (2016-17)**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Economically Disadvantaged**

- N/A ALL STUDENTS

**Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Economically Disadvantaged**

- N/A ALL STUDENTS

**Priority School**

- No

**Focus District**

- Yes

**Local Assistance Plan**

- No

**Focus Subgroups**

- N/A

**In Good Standing**

- Yes

**Recognition**

- 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

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? 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 action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

PS 360q is a school that opened in September 2015. Our school data showed an increase of 3 DRA levels for our student for the 2017-2018 school year. Assessments are administered three times a year: October, January and May.

There are no long-term trends to assess or analyze based on State or School data. Therefore, our needs assessment is based on data gathered and averaged from district elementary schools such as Measure of Student Learning (MOSL) data as reported by the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED).

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

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

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, we will have a 5% increase of students across all grade levels who will be reading at proficient level as measured by the Developmental Reading Assessment Second Edition Plus (DRA2+).</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| - 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>
</tr>
</thead>
<tbody>
<tr>
<td>All pedagogical staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline What is the start and end date?</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2018 – June 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal, Assistant Principal, Lead Grade level teachers as designated by the Principal, SETTS teacher, Speech Teacher</td>
</tr>
</tbody>
</table>

Our Curriculum will focus on Units of Study where students will read and be read both fiction and non-fiction books. Each unit is designed around inter-disciplinary topics so that students will be learning literacy skills and content through each unit. Foundational skills include letter and sound recognition and decoding and comprehension strategies.

Students with Individual Education Plans (IEP) will be serviced by the SETTS teacher as per each students IEP goals.

Students who are identified as English Language learners will be serviced by an ELL teacher as provided by the District Office.

Students with IEPs that specify Speech and/or Occupational therapy will be services the Speech Teacher or Occupational Therapist provided by the District office.

Resources:

- Teacher's College Writing Units, Fundations, Guided Reading Books, Big Books, Picture Books, Readinga-z.com online, Brain Pop,

Reading Assessments:

- Developmental Reading Assessment (DRA), Sight Word List, Pre-K & Kindergarten grade level benchmark assessment, Writing assessments (Baseline, Midline, Endline)
During weekly meetings, we will focus on building capacity by providing specific training for our staff based on quantitative and qualitative data generated from initial planning conferences, class performance assessment data, observation feedback, and pedagogue interest. Model and demonstration sites (classrooms) will be established on each grade to provide practical experience.

Professional development will be continuous and reflective. Study groups, grade level teacher meetings and workshops where participants plan for best practices which will lead to student achievement.

PS 360 values a strong home-school partnership. We plan to cultivate and celebrate this partnership through outstanding participation in the community.

- Engrade Plus, an online parent/teacher communication portal will allow parents to access assessment scores and communicate with school staff.
- PS 360Q has establish an active Parent Teacher Association which that invite parents and guardians to the attend meetings and workshops.
- The administration in collaboration with the PTA will implement family education programs to help parent’s better assist students, further their own education, and become active school participants.

Parent Engagement: Parents are invited three times a year to attend workshops on how to help their child at home with homework, reading skills, math, etc.

### 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.**

| **The Principal and Assistant Principal will coordinate Parent Workshops such as "Homework help" to help parents better assist their children. Year round projects are sent home for participation in District Fairs, such as the History Fair, Parent’s Council Essay Contest and the Science Fair. Through these projects parents are asked to collaborate in projects.** |

### 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.**

| The human capital and instructional resources required are: per session for teachers/supervisors, professional texts, extensive classroom libraries (leveled & by genre) and instructional materials. |
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></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|   | 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.

By January 2018, 35% of Kindergarten through third grade students will increase one level in the Developmental Reading Assessment Second Edition Plus (DRA2+).

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

The instrument of measure will be the Developmental Reading Assessment Second Edition Plus (DRA)

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 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

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.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

|The 2017-2018 School Quality Guide indicates that our schools' strength is in Supportive Environment. The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. This is evidenced by: student of the month, Principal Positive Pupil Praise, Smile-o-gram awards, parent newsletter shout outs, PTA meeting acknowledgements and News 360 shout outs.|

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, we will have a 10% increase of Pre-Kindergarten students demonstrating Proficiency in all seven domains(Personal/social development, Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts and Physical Development) as per the Developmental Screening and Authentic Assessment – Work Sampling System.|

2018-19 CEP
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
</tbody>
</table>

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

**Teacher inquiry groups** will analyze student work samples based on standards and discuss and support student engagement through differentiation and positive behavior intervention. Meetings to occur once a week.

**Students with Individual Education Plans (IEP)** will be serviced by the SETTS teacher as per each students IEP goals.

**Students with IEPs** that specify Speech and/or Occupational therapy will be serviced by the Speech Teacher or Occupational Therapist provided by the District office.

**Pedagogical staff** will receive consistent formal and informal feedback from the principal with applicable strategies to strengthen student engagement and peer interaction.

The school will send home a monthly newsletter that will detail the activities from the previous month and the community related events for the upcoming month and well as information on parent and student engagement.

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

Pre-K parents are invited to the classrooms once a month throughout the school year to participate in Center activities. Parent workshops are held to describe “A day in the life of Pre-k” to demonstrate to parents, how their child learns through exploration in Center Activities.

---

### 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.
In order to implement these action items, our school update and assist teachers with Engrade+.

### 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>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>C4E</th>
<th>21st Century Grant</th>
<th>SIG</th>
<th>PTA Funded</th>
<th>In Kind</th>
<th>Other</th>
</tr>
</thead>
</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.

By March 2019, 75% of Pre-Kindergarten students will demonstrate Proficiency in three of the seven domains (Personal/social development, Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts and Physical Development) as per the Developmental Screening and Authentic Assessment – Work Sampling System.

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

The instrument of measure will be the Developmental Screening and Authentic Assessment – Work Sampling System.

#### 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.

The 2017-2018 School Quality Guide indicates that our schools' strength is in Collaborative Teachers. We increase +.24 points. This increase has led to an increase in Rigorous Instruction which increased +.10 points.

Our priority need is to maintain the collaboration between the teachers so that the instruction will continue to be rigorous.

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, 100% of teachers and para-professionals will participate in three cycles of Professional Learning Community (PLC), as measured by an End of Cycle Share Fair.
# 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>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

Teachers/Paras will participate in three cycles of PLCs. This experience will deepen teachers knowledge of the Content area/Social Emotional Growth, student progress monitoring, and best practices in order for them to grow as a professional and meet the needs of their students.

Students with Individual Education Plans (IEP) will be serviced by the SETTS teacher as per each students IEP goals.

Students with IEPs that specify Speech and/or Occupational therapy will be services the Speech Teacher or Occupational Therapist provided by the District office.

The principal and Assistant Principal; will plan the PLC schedules in September based on teacher interests/needs.

All school staff will participate in PLC cycles.

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

Parents

### 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.

The Principal and Assistant Principal will coordinate the schedule for the teachers to present their findings from the PLC at the Share Fair. Share Fair findings will be communicated to the parents through parent newsletter.
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.

In order to implement this, we require use per session for teachers and supervisors.

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.

By January 2019, 100% of teachers will have completed one cycle of PLC and presented their findings at the Share Fair.

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

The instrument of measurement will be observations which will be the Share Fair.

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

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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Change</th>
<th>Comparison</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>-0.17</td>
<td>Citywide average: +0.65</td>
<td>The 2017-2018 School Quality Guide indicates that our school's score for Effective School Leadership decreased -0.17 points from the previous year. But as compared to the Citywide average our school was +0.65.</td>
</tr>
</tbody>
</table>

For the 2018-2019 school year our school will implement new processes and structures that will positively impact the leadership expectations.

### 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–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 100% of teachers in collaboration with the Principal, will attend at least three professional development workshops around an area of professional growth, teacher interest, and/or pedagogical needs as evidenced by the submission of the Teacher Professional Development reflection form and staff turnkey and share out of information learned.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based...</td>
<td>Grade level teacher leaders</td>
<td>Sept 2018-June 2019</td>
<td>Principal, UFT chapter leader, Assistant Principal, Special Ed Liaison</td>
</tr>
<tr>
<td>Strategies to...</td>
<td>All pedagogical staff</td>
<td>Sept 2018-June 2019</td>
<td>Principal, teachers, Assistant Principal</td>
</tr>
<tr>
<td>Teacher training</td>
<td>All pedagogical staff</td>
<td>Monday afternoons</td>
<td>Principal, teachers, Assistant Principal</td>
</tr>
</tbody>
</table>

Teachers will be trained to lead and facilitate teacher teams that will analyze student data and work to improve instructional practice within the building based on the Common Core.

Special Education Liaison will attend monthly Special Ed meetings offered by the Borough Support to attain a deeper understanding of the regulations for students with special needs.

Special Education Liaison will hold turnkey the information from monthly meetings to ensure all students with special needs meet their educational goals.

Teachers will be trained to utilize research-based practices aligned to the Quality Review Rubric, specifically in the areas of professional growth and critical reflection.

Teachers will gain experience in peer coaching and the use of the Danielson to support their colleagues as we add additional staff to our school.

Professional Development focus groups lead by teachers and inquiry work during weekly professional development periods.

These workshops will draw from teacher’s interest, including the use of differentiation to support student learning. School wide inquiry work will also focus on inclusive classrooms that meet the needs of diverse learners.
Parent Engagement: Parents are invited to visit classrooms in the Spring of 2018 for end of unit celebrations.

**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.

The Principal will hold a monthly meetings with parents called "Time with Thomas" to engage parents in understanding the schools goals and objectives.

**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.

The resources needed to implement will be to create a schedule of end of unit celebrations and send home flyers to parents about the different days that parents can select to visit the classrooms.

**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>
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<tbody>
<tr>
<td>X</td>
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<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.

By March 2019, 100% of teachers will have attended two professional development workshops in their area of interest/needs.

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

The instrument of measure will be:

1. the Teacher Self-Reflection Tool where teachers will identify their goal and workshops that they request to attend.
2. Agendas from workshops
3. Teachers will turnkey the information learned from the workshop, to their colleagues during Professional Development.
4. Teachers will be observed to ensure that the goal has been met.
5. Advance System will be used to enter the observation based on the Danielson Framework domains.

**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>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element? 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 action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

The 2017-2018 School Quality Guide indicates that our schools' score for Strong Family-Community Ties decreased -0.46 points from the previous year. But as compared to the Citywide average our school was +0.37.

For the 2018-2019 school year our school has created several avenues for parents to be more active in our school community. Parents are invited to volunteer with the P.T.A., be a chaperone on trips and assisting with other parent tasks. Parents are also invited to participate in a lesson, attend parent workshops and attend the "Time with Ms. Thomas - Principal/Parent Partnership" events which are held during the school year.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, we will provide parent and student school events which will result in a 5% increase from (2% to 5%) in the percentage of parents who will agree or strongly agree that the school has made a diverse parent/student school community events available measured by the results of the 2019 NYC School Survey.</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)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>During parent engagement period, PTA meetings, SLT meetings; from September 2018- June 2019</td>
<td>Principal, parent coordinator, PTA Board, SLT Members, classroom teachers</td>
</tr>
</tbody>
</table>

**Parent workshops** will primarily be based on surveying the parent population along with how data drives instruction, supporting children’s reading/math at home, RTI/AIS for struggling students, etc.

- Meet the Teacher
- CBO relationships and enhancing our relationship with the community
- Monthly PTA meetings that highlight school initiatives

**Parent Engagement: Workshops titled, “Helping your child at home”**

During PTA meetings, the principal will address parents with important school announcements and lead an open forum for parents to comment/ask questions in order to address any concerns they may have in general.

**Teachers will be available to meet with parents** every Tuesday 2:20 pm - 3:00 pm as per the UFT contract.

**Social Media:** PS 360Q has a facebook page that is updated with school events.

**Weekly News broadcast:** "News 360".

### 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.
The administration and PTA will collaborate to implement family education programs to help parent’s better assist students, further their own education, and become active school participants. Our CBO afterschool program, Joe's Music”, supports families through homework help and STEM related activities.

**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.

The resources required to successfully integrate these initiatives include classroom teachers, support staff and Content Specialty teachers.

**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>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
<tr>
<td>C4E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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.

By the end of January 2019, 35% of school families will have attended two school wide events or parent activities as evidence from attendance sheets and feedback reflection forms.

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

The instrument of measure will be the sign in sheets and feedback reflection forms from events/meetings.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
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>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>DRA Reading levels, Performance assessment Data, Teacher observations, Fundations assessments</td>
<td>Fundations: Wilson Fundations for Kindergarten is a phonological/phonemic awareness, phonics and spelling program for the general education classroom. Fundations is based upon the Wilson Reading System principles and serves as a prevention program to help reduce reading and spelling failure.</td>
<td>Fundations: School schedule has students receiving instruction 45 minutes 5 days a week.</td>
<td>Fundations: Services are provided during the school day.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Math Baseline Assessment, Teacher Observations</td>
<td>Go Math: Go Math integrates written resources and computer software. The program provides a foundation for teachers to teach children basic mathematics concepts through games.</td>
<td>Classroom teachers will implement this program in their classrooms. Additional support and resources are a part of the program. Students requiring additional support will receive AIS services by either the Staff Developer or AIS teacher.</td>
<td>Mathematics Services are provided during the school day.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small Group Math Support Small group support will be provide to students at-risk once or twice a week to re-teach critical concepts or lessons from the</td>
<td>Small Group Math Support The teacher will work with groups weekly.</td>
<td>Small Group Math Support Support will be provided during the school day in and out of the classrooms</td>
</tr>
<tr>
<td>Science</td>
<td>Science benchmarks, teacher observations</td>
<td>Students will improve in the area of conceptual understanding through hands-on experiences and inquiry</td>
<td>Classroom teachers and the staff developer will provide support for students during the school day in literacy integrated into science (content). During skills periods, service providers will work with students in small groups based on assessment data.</td>
<td>Services will be provided during the school day</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Social Studies projects, teacher observations</td>
<td>Pre-Kindergarten and Kindergarten students will improve self-awareness, families and different cultures, neighborhoods, and communities. Through literacy, students will learn about the events and individuals that shaped our world.</td>
<td>Classroom teachers will provide support to students during the school day through literacy integrated into Social Studies.</td>
<td>Small group and individual instruction will be provided during the school day.</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>RTI referrals from classroom teachers</td>
<td>Academic Intervention Services will be offered by teachers and SETSS providers once a week for a period of six to eight weeks. We will also refer parents to programs provided by the Office of School and Community Partnerships.</td>
<td>Small group and individual instruction will be provided as needed on a daily basis to students in tier 2 &amp; tier 3 (RTI).</td>
<td>Services provided during the school day.</td>
</tr>
</tbody>
</table>

prior week as well as support grade level standard achievement.
**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><strong>There are currently 8 students in Temporary Housing.</strong></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>There are currently 8 students in Temporary Housing.</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Principal outreach to shelter to advocate for the family. Funds to provide students with school supplies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part B: FOR NON-TITLE I SCHOOLS</strong></th>
<th><strong>n/a</strong></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>n/a</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>n/a</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.

n/a
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>
</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.

Ongoing Professional Development

Staff is sent for professional Development that is offered by the District Office, Field Support Office and UFT based on their individual professional goal they defined with the Principal at the beginning of the school year. Once staff attends the PD, they are expected to turnkey the information to the rest of the school staff during Monday PD time.

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).

Staff is sent for Professional Development that is offered by the District Office, Field Support Office and UFT based on their individual professional goals that were defined and discussed with the Principal at the beginning of the school year. Once staff attends the PD, they are expected to turnkey the information to the rest of the school staff during Monday PD time.

Part 3: TA Schools Only

3a. Use of Program Resources

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

Ongoing Professional Development provided to the staff, collaboration with the Parent Association (PA) and partnership with Community based organization we provide opportunity through the after-school program and advocacy for families through administrative cabinet.

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).
The mission and vision of our school is to meet the academic, social and emotional needs of every child through level 1 (classroom teacher intervention) the principal provides ongoing support through Professional Development for classroom teachers, specific individualized student intervention and positive behavior intervention for the entire class.

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.).

n/a

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.

n/a

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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 (Indicate the amount contributed to Schoolwide pool. [Refer to Galaxy for school allocation amounts])</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. Indicate 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></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP 33
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.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. <strong>PS 360Q</strong>, 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PS 360Q</strong> will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
</tbody>
</table>
● 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.

### Parental Involvement and School Quality

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 360Q**, 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;

II. 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.
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>29</td>
<td>Queens</td>
<td>360</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 360Q</td>
</tr>
</tbody>
</table>

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>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel Thomas</td>
<td>Annette Perez</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>NONE</td>
<td>Chad Jones</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>NONE</td>
<td>NONE</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>NONE</td>
<td>NONE</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lindsay Wexler</td>
<td>Natifa Morris</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beverly Mitchell</td>
<td></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>Number of certified ENL teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
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</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
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<tr>
<td>0</td>
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</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
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</thead>
<tbody>
<tr>
<td>0</td>
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</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>162</td>
<td>0</td>
<td>0.00%</td>
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</tbody>
</table>

2018-19 CEP
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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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>
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<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
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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.

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

PS 360 will use the Teacher’s College Reading and Writing Project (TCRWP [lower grade]) and the DRA and/or running records, by ELL Assessment Kit (upper grade to 5th) to assess students in grades K-5 in reading and literacy growth. These assessments will be administered twice a year along with informal ongoing assessments such as IRAs (informal reading assessments) teacher observations, running records, conference notes, and unit assessments. All students, including ELLs, are assessed using the same tools. The results from these assessments will be used to drive instruction. From this data, teachers will be able to derive instructional foci, determine which reading strategies each child needs to work on, determine their independent and guided reading levels, and plan literacy lessons. Also, teachers will be able to effectively differentiate instruction for each student.
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?**

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

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

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

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

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

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 360 will use data to guide instruction for ELLs within the Response to Intervention framework. Classroom teachers currently use various assessments to collect data on student performance in literacy and math. Teachers utilize DRA, running records, teacher created assessments, observations, and reading and writing conferences to assess students' literacy skills and progress. Based on the results of these assessments, students are provided with various literacy academic intervention services, such as individual and small group work with the teacher within the classroom, and small group push in and pull out literacy services provided by our academic intervention specialists in reading. Eventually, we also offer extended day services for students in small groups as well for children who are struggling with making progress in literacy. Teachers also use various classroom math assessments in order to assess children’s math skills, primarily the math assessments used in our Go Math program, teacher created math skills assessments, and math problem solving exemplars. Based on the results of these
assessments, children in need of supplemental services to improve their math skills are provided with academic intervention services provided by our AIS specialists during the school day. Students may also work individually with the teacher or in small groups with similar needs during the regular school day with the teacher. Additionally, newcomer and beginner English Language Learners, as well as all ELLs who are literate in their first language, will be offered native language support to assist them in math and science. We provide children with the bilingual glossaries offered by the DOE and bilingual dictionaries in order to provide them with terminology in their native language in the content areas.

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

6. 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].

PS 360Q is a new choice elementary school in district 29. There is no existing data. An analysis of Spring 2015 NYSELAT data from neighboring school with a similar population showed [average], Grade K, 4 (6%) scored entering, 9 (14%) scored emerging, 9 (14 %) scored transitioning, 33 (52%) scored expanding, and 8 (13%) scored commanding.

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

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

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

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 360 does not currently have an ENL program.

   b. TBE program. If applicable.
      PS 360 does not currently have a TBE program.

   c. DL program. If applicable.
      PS 360 does not currently have a DL program.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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

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

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

ENL teachers will integrate science, social studies, and math into the curriculum to provide ELLs with needed scaffolding for success in the mainstream classroom. The language support strategies that will be used for content area language learning are scaffolding, such as graphic organizers, modeling, extended time, hands on activities, song, vocabulary development activities, flash cards, and creating comprehensible input using visuals and gestures.

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

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

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

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

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

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

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

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

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

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

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

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

e. For ELLs reaching commanding on the NYSESLAT we will provide continuing transitional support for 2 years. As per NYS law, all commanding ELLs will receive testing accommodations (extended time, separate location, a 3rd reading of listening passages, and bilingual dictionaries and glossaries, and native language exams) for 2 years after scoring commanding on the NYSESLAT exam. Additionally, commanding ELLs will be provided with both 2 periods per week of integrated ENL support from a licensed ENL teacher, as well as small group AIS support in various content areas such as reading, writing, math, and science if necessary. Students will receive this AIS extra support during various designated times during the day. The intervention team will monitor how these students are progressing and whether the intervention services are appropriate for them. The inquiry team will work with groups of struggling students on using and reading non-fiction texts, some of which are proficient ELLs. All teachers as well as support service providers will be made aware of who the commanding ELLs are in their classrooms and groups. Classroom teachers will also receive support in working with commanding ELLs, are informed of academic strategies and modifications that can be used and made in the classroom with commanding ELLs and continue to use ENL methodologies and strategies in their instruction.

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?

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

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?

In the future, ELL-SWDs will be placed in less restrictive environments such as a General Education Class with SETTSS and Related Services, or a Collaborative Team Teaching Classroom (ICT OR CTT). We we will use curricular, instructional, and scheduling flexibility in order to meet the diverse needs of ELL-SWDs. Our school is and will be using creative and flexible scheduling in order to provide all students with the least restrictive environment for learning. Students in CTT classes will also receiving small group pull out SETTSS for individualized instruction. In this way, children are educated in the most integrated and inclusive programs while still meeting each child’s special needs. Additionally, ENL, General Education, Special Education,
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.

Academic Intervention Services (AIS)

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

Newcomer ELLs:

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

Developing ELLs:

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

Long-Term ELLs:

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

Former ELLs:

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

ELLs in Special Education:

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

Students with Interrupted Formal Education (SIFE):

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

Description of reading and math intervention services:

Academic Intervention Services will be provided for those students (including ELLs) who received a 1 or 2 on the ELA and Math state tests from the previous year and/or a recommendation based on a teacher’s observation and classroom assessments. These services would include but not limited to: small group instruction based on the data from the DRAs, IRAs, ELA and Math predictives, math ITAs, math unit assessments, end of the year math assessments, conferences, and reading levels. Students will be grouped within their classroom and meet with an AIS provider generally 3 times per week. AIS teachers will work closely with the classroom teacher to determine the specific goals needed for each student. AIS providers will have access to the results of student’s assessments and may change groups or goals based on current data. Common strategies found in reading include retelling, main idea, character feelings/traits, questioning, author’s purpose, and the big idea. These strategies will be modeled through guided reading. Common strategies in math will include problem solving, addition, subtraction, multiplication and division of whole numbers, decimals and fractions, telling time, finding the perimeter and area of different shapes and measurement.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

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

10. If you had a bilingual program, what was the reason you closed it?

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

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs will be included in all school programs. ELLs will be invited to participate in the KJK after school program, chorus, band, Language Leaders, Student Government, Enrichment, and Tech Club. Invitations will be sent home to families either translated, or accompanied by a notice that states in many languages that this letter is important and should be translated. For programs such as enrichment, chorus, Language Leaders, and Tech Club, students will be selected by teachers, but if they fit the program’s criteria ELLs may be invited to participate. When ELLs participate in special programs, modifications such as visuals, translation, hands on activities, bilingual materials, building and activating background knowledge, etc. will be used to help them to fully participate in, enjoy, and get the most out of the program.

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

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

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.

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

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

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

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

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

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

The use of manipulatives, songs, poems & rhythm and TPR are useful for all ELLs as well as hands-on activities and
In the classroom, supplemental materials such as flashcards, manipulatives and math games will be used to help struggling students at all proficiency levels in mathematics.

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

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

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

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

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

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

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

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

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

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

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

Additionally, we will use other materials to supplement our studies. On Our Way to English will provide students with exposure to oral language and literacy development, comprehensible input and standards based content area information. The entire curriculum is aligned with each grade represented (K-5). Materials and units will be organized into content area themes. The units feature many different methods of teaching such as chants, songs, and language games as well as shared reading, guided reading, independent writing, hands on materials, and content area activities. The materials are also multicultural and will help to connect ELLs prior knowledge with new learning. On Our Way to English guided reading books. We have an ENL classroom library, multicultural literature, bilingual libraries, fiction and non-fiction big books, picture and bilingual dictionaries, and magazines & other authentic texts. These materials will be used with newcomer ELLs, developing ELLs, as well as ELLs in special education. We will also utilize online reading resources such as RAZ Kids and Go Math.

Many visuals will be used to support language learning, such as photographs, drawings, and video clips. Visual materials are helpful to all ELLs at each stage of language development. Centers will be used both in the classroom as well as in the ESL program to help students develop language, with different centers for different subgroups of ELLs. Listening centers on different levels will be used for all subgroups, vocabulary centers and will be differentiated to help newcomer ELLs develop basic vocabulary, and more complex academic vocabulary centers will be used for more advanced ELLs. Centers with content area enforcement will be available at different levels for newcomer ELLs, more advanced ELLs, and ELLs in special education. A variety of graphic organizers will be used to assist ELLs at all stages and proficiency in various kinds and different levels of writing. Charts made both by the teacher and with the class will be hung around the room to support students during lessons and independent work. The use of manipulatives, songs, poems & rhythm and TPR are useful for all ELLs as well as hands-on activities and technological resources.

In the classroom, supplemental materials such as flashcards, manipulatives and math games will be used to help struggling students at all proficiency levels in mathematics. The science teacher will also offer support to all ELLs using hands-on activities, manipulatives, flash cards, assistance in experimentation, and vocabulary development activities and reinforcement. PS 360 also recognizes the importance of technology in education, especially for ELLs at all proficiency levels. Every classroom is equipped with a Permethian board, a class set of laptops, and shared document cameras. Permethian boards are used for interactive learning, and also facilitate the use of video in instruction. The combination of visual and interactive learning is very powerful for all ELL students. Both ENL and classroom teachers will utilize a variety of websites that facilitate language and literacy development for ELLs at all proficiency levels, such as Razkids and Reading A-Z, that offer leveled texts, brainpop.com which has content area videos on different topics and levels, and starfall.com, a phonics and basic literacy program for young and newcomer ELLs and students in special education. Lastly, the ENL classrooms will be equipped with ipads loaded with educational apps that help students build language and literacy skills in an exciting, engaging, interactive way.
16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

17. What language electives are offered to ELLs?

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

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

PS 360 does not currently have a dual language program.

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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?

   Professional Development for all personnel at the school will be as follows:

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

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

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

   Additionally, contracted professional development for classroom teachers as well as ENL teachers will also focus on the common core and will always cover topics relating to ELL accessibility to the common core state standards.

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.

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

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

**Parental Involvement**

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

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

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

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

* Monthly workshops with guest speakers on various topics
* Lending Library where parents can borrow books
* Games, bingo and karaoke nights
* Field trips
* PTA activities
* Fundraising activities
* Parents as Reading Partners

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

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

Paste response here:
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, Rachel Thomas, 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.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
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>Rachel Thomas</td>
<td>Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annette Perez</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Parent Coordinator</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Lindsay Wexler</td>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
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<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Beverly Mitchell</td>
<td>Superintendent</td>
<td></td>
<td>10/22/15</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 29Q360  School Name: PS 306Q  Superintendent: Beverly Mitchell

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>Annette</td>
<td>Perez</td>
<td>Assistant Principal</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.

1. PS 360 distributed the Language Preference Survey created by the NYCDOE (available on the NYCDOE website) to every child’s parent (grades Pre-k-Third Grade) in order to assess our school’s written translation and oral interpretation needs to ensure that parents are provided with information in a language they can understand. Surveys were distributed and completed by parents upon completion of the registration process. Based on parent survey, the school is able to communicate with parents in the language of their preference.

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>English</td>
<td>100</td>
<td>English</td>
<td>100</td>
</tr>
<tr>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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</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.

N/A

**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>In the future, PS 360 will provide written translation for the following information (AS NEEDED)</td>
<td></td>
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<tr>
<td>-Letters home from teachers and school leadership</td>
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<td>-Permission slips</td>
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<td>-After School Program information</td>
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<td>-Information about state testing</td>
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<td>-Flyers</td>
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<td>-Calendars</td>
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<td>-Report cards</td>
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<td>-Newsletters</td>
<td></td>
<td></td>
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<tr>
<td>-Memos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once per month</td>
<td>Sonar Cloud translation, staff members who speak the language and DOE translation department.</td>
<td></td>
</tr>
</tbody>
</table>
- Program invitations
- Notices about parent involvement activities
- Notices about parent teacher conferences
- Surveys
- School website
- Native Language Exams

<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>In the future, PS360 will provide oral translation for the following information and meetings (AS NEEDED):</td>
<td>Twice per month</td>
<td>Staff members and DOE Translation service</td>
</tr>
<tr>
<td>- Phone calls home to parents</td>
<td></td>
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<tr>
<td>- Parent orientation and bilingual/ESL program information</td>
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<tr>
<td>- Parent teacher conferences</td>
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<td></td>
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<tr>
<td>- Individual parent meetings</td>
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<tr>
<td>- Informational meetings and social gatherings</td>
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<td>- PTA meetings</td>
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<td>- IEP conferences</td>
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<tr>
<td>- Family Literacy events</td>
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<tr>
<td>- Other teacher-parent contact by various school staff (such as guidance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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.

Staff members will be made aware of the goal of Chancellor's Regulation A-663 via Professional Development.

### 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.)

PS 360 fulfills Section VII of Chancellor’s Regulations A-663 regarding parental notification for translation and interpretation services in the following ways (AS NEEDED):

- Important documents will be translated and sent home with children at the beginning of the year and in a timely fashion throughout the rest of the school year as needed.

- Our school provides services such as translation, assistance, welcoming, and kindness to parents in need of language access services in order to ensure that they are not prevented from reaching the school’s administrative offices solely due to language barriers.

- Forms, letters, signs and other information are translated using the Translation and Interpretation unit if the information is not available in a parent’s language from the NYCDOE.
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?

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