



**PS 361**

**2008-09**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 22K361**  
**ADDRESS: 3109 NEWKIRK AVENUE BROOKLYN, NY 11226**  
**TELEPHONE: (718) 856-0600**  
**FAX: (718) 856-0300**

## TABLE OF CONTENTS

**SECTION I: SCHOOL INFORMATION PAGE**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**SECTION III: SCHOOL PROFILE**

**Part A. Narrative Description**

**Part B. School Demographics and Accountability Snapshot**

**SECTION IV: NEEDS ASSESSMENT**

**SECTION V: ANNUAL SCHOOL GOALS**

**SECTION VI: ACTION PLAN**

**REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS 361      **SCHOOL NAME:** The East Flatbush Primary School

**DISTRICT:** 22      **SSO NAME/NETWORK #:** \_\_\_\_\_

**SCHOOL ADDRESS:** 3109 Newkirk Avenue Brooklyn, NY 11226

**SCHOOL TELEPHONE:** (718) 856-0600      **FAX:** (718) 856-0300

**SCHOOL CONTACT PERSON:** Dianne Martin      **EMAIL ADDRESS:** DMartin52@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**      Jeannie O'Connor

**PRINCIPAL**      Dianne Martin

**UFT CHAPTER LEADER**      Maria Marcus

**PARENTS' ASSOCIATION  
PRESIDENT**      Sean Isaacs, Marie Colin

**STUDENT REPRESENTATIVE**  
*(Required for high schools)*      \_\_\_\_\_

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**      Marianne Ferrara

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Dianne Martin	*Principal or Designee	
Jeannie O’Connor	*UFT Chapter Chairperson or Designee	
Sean Isaacs Marie Colin	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Marie Joseph	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Phyllis Woods	Assistant Principal	
Lorraine Russo	Financial Liaison	
Toshiba Woods	Parent	
Michele Freeman	Parent	
Michele Edwards	Parent	

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

Public School 361 is located in the Flatbush section of Brooklyn, New York. This pre-kindergarten through grade 2 school serves a population of approximately 650 students from culturally diverse backgrounds. The community is home to many newly arrived immigrants from English speaking Caribbean countries with a substantial number of students coming from Haiti. Our ESL program currently services 49 students. The school is a central part of the community to many of the students and their families. The school building is a well-kept, 112 year-old building with a 20 year-old mini building. In both buildings, pride in the students' accomplishments is evident by displays of the students' work.

The mini building houses four (4) half-day pre-K classes, and six (6) kindergarten classes (including one (1) kindergarten integrated co-teaching class). The brick building houses two (2) kindergarten classes (including one (1) self-contained special education kindergarten class), nine (9) first grade classes (including one (1) first grade self-contained ESL class, one (1) first grade self-contained special education class and one (1) first grade integrated co-teaching class) and nine (9) second grade classes (including one (1) second grade integrated co-teaching class and one (1) self-contained special education second grade class).

73 students have Individualized Education Plans (IEPs) and receive the full Continuum of services. Current strategies for implementing the Continuum of service include a) maintaining students in general education with the support of reading intervention/remedial instruction and/or behavioral support services, b) maintaining students in general education while providing them with related services of Occupational Therapy, Physical Therapy, Speech, Counseling, Vision or Hearing Therapy, c) maintaining students in general education while providing them with Special Education Teacher Support Services (academic), one period per day, d) maintaining students in general education via the integrated co-teaching model, e) constant monitoring of students by staff and PPC members to determine students in need of services and those no longer in need, f) providing a variety of staff and parent development opportunities.

The school staff consists of one (1) principal, one (1) assistant principal, thirty-one (31) classroom teachers, six (6) cluster teachers, one (1) ESL pull-out teacher, two (2) Reading First coaches, one (1) math coach, one (1) librarian, one (1) technology/media specialist, one (1) general education guidance counselor, one (1) special education guidance counselor, two full time (2) speech therapists, one (1) full time Occupational Therapist, one (1) part time Physical Therapist, one (1) school social worker, one (1) school psychologist, one (1) Family Worker, eleven (11) paraprofessionals, two (2) full time secretaries, two (2) school safety officers, nine (9) school aides, and six (6) additional academic support personnel. 100% of our teachers are fully licensed and permanently assigned to our school. 69% of our teachers have been in our school for more than two years. 54% have more than 5 years teaching experience. 76% of our teachers have Master's Degrees or higher.

Although improving, the two major areas of concern at Public School 361 are the number of students performing at or above grade level as measured by results of ECLAS-2, Dibels, E-PAL, Terranova and Benchmark assessments and student attendance.

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving students' performance: implementation of effective strategies to address the large number of

students lacking basic skills in both literacy and mathematics; improving instruction for special education students in the general education program by providing intensive professional development for teachers in specialized strategies to meet the needs of special populations; and implementation of effective strategies for meeting the needs of our ELL population. Thus, P.S. 361's Comprehensive Educational Plan for 2008-2009 will reflect a concerted effort and specific plans to address the academic achievement of all students, with an emphasis on focused interventions for the special education and ELL students, as well as, strategies to improve student attendance.

### **Literacy:**

Strategies for improving instruction and student performance in English Language Arts will include the implementation of a Comprehensive Approach to Balanced Literacy through the Reading First Initiative in 2008-2009. As a Reading First school, we will use the Harcourt Trophies program. In class grouping strategies and differentiated curricula will be used to meet students' needs. Student placement in groups will be flexible with placement and movement based on ongoing assessment. Students will actively engage in a variety of reading-based activities which connect to the 5 essential components of reading (phonemic awareness, phonics, fluency, vocabulary, reading comprehension.) Reading Workshop will consist of the following components: whole class instruction, guided reading or small group instruction and work stations. Writing Workshop may include: modeled writing, shared writing, interactive writing, guided writing, independent writing and teacher/student writing conferences. Fundations will continue to be incorporated into special education programs in 2008-2009. Classroom libraries, academic intervention personnel and the Reading First coaches will further support literacy instruction.

Our library now houses approximately 11,000 books. Our library program is based on the New York City Library Power Program. It is a flexible schedule which stresses collaboration between the librarian and classroom teacher to develop thematic resource-based units. Both the librarian and teachers share in the learning process, planning teaching strategies and learning activities together to enhance student learning. Many units involve whole class participation. Other sessions may involve small groups working on different activities. The teachers have full access to the library resources and to the librarian's expertise in finding books to support curriculum units.

The library is truly the hub of our building. Students from each classroom attend Open Access daily. During Open Access, students come to the library and borrow books to take home. Approximately 100 students borrow books each day. Our library is also open to parents and their child (ren) one morning before school and one afternoon after school each week. Many school-wide celebrations involve our library. Once a year a book fair is held in the library. We also celebrate special birthdays of literary characters. During the month of February, African – Americans visit our school and share their work and lives with our children. Projects are then displayed in our library. In March, we celebrate *READ ACROSS AMERICA*. Students read, sing and dance in recognition of Dr. Seuss' birthday. High school students, parents, community workers and staff read Dr. Seuss books aloud to our students in their classrooms.

### **Mathematics:**

Everyday Mathematics is the primary vehicle for math instruction in the school. This instructional program will continue to be implemented in the 2008-2009 school year, in all grades. Classroom math lessons will include whole group and small group instruction, as well as, hands on learning activities to provide individualization of instruction based on student needs.

**Science:**

The purpose and focus of science education at P.S. 361 is to offer all students ways to understand, make predictions about and adapt to an increasingly complex scientific and technological world. Students are given opportunities to model the scientific method of investigation through a “hands-on” workshop model, inquiry based approach that incorporates scientific thinking processes. In order to improve students’ knowledge of science concepts and instruction, we have aligned our program with State and City standards and will continue to utilize the Scott Foresman Science series in the 2008- 2009 school year. Our full-time science cluster services all grades and coordinates the Science Fair.

**Social Studies:**

P.S. 361 will continue to follow the New York State Core Curriculum for Social Studies. Inquiry based lessons, the use of historical fiction, and class trips will help broaden students knowledge of the grade appropriate concepts. Teachers will continue to utilize the Scott Foresman Social Studies series in 2008-2009.

**Academic Intervention Services:**

An academic intervention team, comprised of six teachers, will service at-risk students. During the 2008-09 school year, the team will service those students who are deemed at-risk based on – Everyday Mathematics, ECLAS-2 and Dibels data. Team members will assess individual students and choose the appropriate teaching strategy based on each child’s strengths and weaknesses. Out of classroom teachers (clusters) will continue to service at-risk kindergarten students during the daily Intervention Period during the 2008-2009 school year.

**Parent Involvement**

The Parent Coordinator will continue to network with other parent coordinators to expand ideas and to coordinate events within the school. Having the existing parent volunteers recruit one parent at each monthly meeting will enhance the Learning Leader Parent Volunteer Program. The School Based Support Team/Guidance staff will continue to provide workshops to parents. The workshops will include but are not limited to the following: the referral process, the Continuum of Services and understanding the IEP. Parents will also attend family literacy and math workshops in order to assist their children’s educational needs. These workshops focus on strategies that are used in teaching math, reading and writing. In 2008-09, we will extend parent workshops to include other curricular areas such as science, as well as topics that address the social emotional needs of the students. It is our hope that these workshops will help the parents to acquire the necessary skills needed to support their children at home.

**Collaborations**

P.S. 361 has formed a partnership with the H.E.L.P. (Haitian Enlightenment Literacy Program) community center. The H.E.L.P. community center provides on-site after school care for P.S. 361 students for a nominal fee.

We believe that it is the responsibility of educators, school administrators and all caregivers to provide a solid foundation for our children in order for them to meet New York City and State standards. It is our role to ensure that “No child is left behind”.

## SECTION III – Cont'd

### Part B. School Demographics and Accountability Snapshot

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT												
<b>School Name:</b>												
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code #:</b>								
DEMOGRAPHICS												
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7			
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.					
<b>Enrollment:</b>				<b>Attendance:</b>								
(As of October 31)		2006	2007	2008	(As of June 30 – % of days students attended)			2006	2007	2008		
Pre-K												
Kindergarten												
Grade 1												
<b>Grade 2</b>					<b>Student Mobility:</b>			2006	2007	2008		
Grade 2					(% of Enrollment as of June 30)							
Grade 3												
Grade 4												
Grade 5												
<b>Grade 6</b>					<b>Eligible for Free Lunch:</b>			2005	2006	2007		
Grade 6					(% of Enrollment as of October 31)							
Grade 7												
Grade 8												
Grade 9												
<b>Grade 10</b>					<b>Students in Temporary Housing:</b>			2006	2007	2008		
Grade 10					(Total Number as of June 30)							
Grade 11												
Grade 12												
Ungraded Elementary												
<b>Ungraded Secondary</b>					<b>Recent Immigrants:</b>			2006	2007	2008		
Ungraded Secondary					(Total Number as of October 31)							
Total												
<b>Special Education Enrollment:</b>				<b>Suspensions:</b>								
(October 31)		2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)			2006	2007	2008		
Number in Self-Contained Classes												
No. in Collaborative Team Teaching (CTT) Classes					Principal Suspensions							
Number all others					Superintendent Suspensions							
<i>These students are included in the enrollment information above.</i>												

DEMOGRAPHICS									
				<b>Special High School Programs:</b>					
<b>English Language Learners (ELL) Enrollment:</b>				(Total Number)	2006	2007	2008		
(October 31)	2006	2007	2008	CTE Program Participants					
# in Trans. Bilingual Classes				Early College HS Participants					
# in Dual Lang. Programs									
# receiving ESL services only				<b>Number of Staff:</b>					
# ELLs with IEPs				(As of October 31; includes all full and part-time staff)	2006	2007	2008		
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers					
				Number of Administrators and Other Professionals					
<b>Overage Students:</b>									
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals					
				<b>Teacher Qualifications:</b>					
<b>Ethnicity and Gender:</b>				(As of October 31)	2006	2007	2008		
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school					
American Indian or Alaska Native				Percent more than two years teaching in this school					
Black or African American				Percent more than five years teaching anywhere					
Hispanic or Latino				Percent Masters Degree or higher					
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)					
White									
Multi-racial									
Male									
Female									

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
<b>Years the School Received Title I Part A Funding:</b>	<input type="checkbox"/> 2005-06	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
<b>Overall NCLB/SED Accountability Status (2007-08):</b>		<input type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____		

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>Individual Subject/Area Ratings</b>	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students						
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject						

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	

*Note: Progress Report grades are not yet available for District 75 schools.*

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

---

### Data/Analysis Findings

#### Literacy

In determining the *literacy needs* of PS 361, the following assessments are used:

- ECLAS-2
- DIBELS Benchmark and Progress Monitoring
- Peabody Picture Vocabulary Test (PPVT) - Kindergarten
- Terranova (Grades one and two)
- E-PAL - Grade two
- Rigby Benchmark Assessments
- Classroom performance based on teacher observation
- NYSESLAT

Analysis of our findings is as follows:

- 79% of our Kindergarten students performed at benchmark level as measured by the DIBELS 2007-2008 End of Year Assessments; 81% of our Kindergarten students performed on grade level for Rhyme Generation and Recognition, 53% for Alphabet Recognition, 86% for Blending and 54% for Segmenting as measured by Spring 2007-2008 ECLAS-2.
- 68% of our Grade one students performed at or above benchmark as measured by the DIBELS 2007-2008 End of Year Assessments; 78% of our Grade one students performed at or above Level 4 (grade level) in Reading Accuracy and Comprehension, 57% in Spelling, 55% in Decoding, 66% in Vocabulary and 85% in Sight Word recognition as measured by Spring 2007-2008 ECLAS-2.
- 52% of our Grade two students performed at or above benchmark as measured by the DIBELS 2007-2008 End of Year Assessments; 83% of our Grade two students scored at or above Level 6 (grade level) in Reading Accuracy and Comprehension as measured by Spring 2007-2008 ECLAS-2; Out of 164 second grade students taking the EPAL exam in Spring 2008, 76% scored Level 2 or 3 in Listening/Writing, 67% scored Level 2 or 3 in Reading/Writing and 81% scored Level 2 or 3 in Writing Mechanics.

#### Literacy Trends

Student performance in literacy has improved as a result of the use of scientifically based research programs embedded in the Reading First program.

Teacher fidelity to the Reading First program has resulted in mastery of instruction of program components.

Emphasis on teaching the elements of reading in isolation reduces time allotted for independent reading by students.

#### Implications for the Literacy Instructional Program:

After a review of the data sources there is a need:

- To continue to implement the Foundations program in all special education and Integrated Co-Teaching classes, as well as, with identified at risk students through Academic Intervention Services (AIS)
- For professional development to help teachers use data to drive instruction
- For professional development in guided reading instruction and taking and analyzing running records
- For professional development in the implementation of learning stations to differentiate instruction
- For the integration of independent reading to be a more substantial component in the literacy block

## **Mathematics**

In determining the *mathematical needs* of PS 361, the following assessments are used:

- Terranova Spring Assessment in Grades 1 and 2
- Everyday Mathematics Baseline, Midyear and Endyear Assessments in Kindergarten, Grade one, Grade two
- Teacher observation of classroom performance

Through careful analysis of the Everyday Mathematics End of Year Assessments 2007-2008, we determined that:

- 64% of our Kindergarten students scored Level 3 (secure) on the Everyday Mathematics End of Year Assessment. Many Kindergarten students show secure skill development in creating and extending a pattern. Students are at varying levels in dictating and reading 2-digit and 3-digit numbers. Many Kindergarten students can solve addition number stories, but have difficulty solving subtraction number stories. More than half of the students are able to compare and order numbers. Most students are able to interpret a bar graph. Students are at varying levels in counting by 2, 5 and 10; with many students secure in this skill. Most students understand the concept of half. Many students can identify a penny and a nickel, but have difficulty identifying a dime and a quarter. The majority of the students can identify standard measuring tools.
- 52% of our grade one students scored Level 3 (secure) on the Everyday mathematics End of Year Assessment. Grade one students can accurately read the temperature on a thermometer. More than half show secure skill development in solving addition and subtraction problems. Most students can identify shapes with line symmetry. More than half of the students measure accurately in inches and centimeters. Grade one students are at varying levels in identifying place value. Students can identify plane and solid figures. Many students have difficulty calculating combinations of coins. Most students can tell time to the half hour, but have difficulty showing time to the quarter hour.
- 59% of grade two students scored Level 3 (secure) on the Everyday Mathematics End of Year Assessment. Most grade two students are able to complete a bar graph. The students are able to calculate money amounts, but difficulty making change. More than half the students can solve multiplication number stories. Many grade two students can solve 2-digit addition problems, but have more difficulty when solving 2-digit subtraction problems. Students can make reasonable estimates when adding and subtracting. Most students can measure accurately in inches and centimeters. Students are at varying levels in their ability to write time to the nearest 5 minutes.

### **Trends in Mathematics**

Student performance in mathematics has improved based on the utilization of the Everyday Math program.

Data gleaned from assessments, both qualitative and quantitative is shared with teachers and strategies and resources are provided to help with next steps in teaching.

Currently lessons are being observed to ensure that teachers are allocated time to integrate student exploration into a substantial portion of the math block.

### **Implications for the Mathematics Instructional Program**

After review of the data sources, it is determined that there is a need:

- For professional development to help teachers use data to drive instruction
- For professional development in the implementation of math centers to differentiate instruction
- For professional development in the understanding of the number grid, the uses of the number grid, and in extending the number grid to 100s and 200s, etc.
- For professional development to help teachers continue to recognize the importance of providing students with hands-on experience with measuring, base-10 blocks, attribute blocks, pattern blocks, dominoes, clocks, dice, etc.
- To make areas of difficulty part of everyday classroom experiences

### **Attendance Trends**

After a review of our monthly and daily attendance, it was determined that there remains a need to improve the attendance of students. Identified families continue to demonstrate fluctuations in attendance after the intervention of support staff. Identified children continue to have high absences. Targeted families take extended vacations to their homelands and/or parents do not bring their students to school.

### **Implications for the Educational Program:**

Because we are an early childhood school, our students are dependent upon their parents/guardians to bring them to school. Many times it is difficult to reach parents because home telephone numbers and cell phone numbers are not available. It has been our experience that targeted families do not respond to meetings and workshops in the school. Many of the parents have had their own negative experiences with school in the past and choose not to attend.

During the 2008-2009 school year, the Parent Coordinator, Guidance Staff, Family Worker and Attendance Teacher will host parent meetings. The topics will include, but are not limited to the importance of attendance. We will continue to purchase incentives for parents and students including certificates and school supplies throughout the year. Classes with 100% attendance will be recognized daily on the Public Address System. Through the "Strive for 25" contest, classes that receive 25 days of 100% attendance will continue to be publicly recognized and rewarded. A bulletin board outside the main office will highlight students with perfect attendance the previous month. The Family Worker will continue to make home visits. The Family Worker will contact the parents of students starting with those students not in attendance the first day of school. The school messenger will track students who are absent.

### **Student Support Services Trends**

In determining the *student support needs* at P.S. 361, the following assessments were used:

- Pupil Personnel Committee discussions/minutes
- Informal Assessments-to determine possible intervention
- At-Risk counseling
- Psychological/Behavioral intervention
- Academic intervention
- Parent articulation
- Attendance data
- Implementation of Resolving Conflicts Creatively Program (RCCP)

Based upon review of the data, it was determined that the Pupil Personnel Committee meetings were proven to be helpful in identifying at-risk students in need of services. Psychological and behavioral interventions were satisfactory strategies with some children who displayed outbursts within the classroom environment, and displayed continuous negative behavior. The benefits of counseling at-risk children also proved to be helpful. Although many families were referred for outside counseling, few followed through with the recommendation. Informal assessment of students continues to be an effective tool in identifying children who demonstrate poor academic performance.

### **Implications for the Educational Program:**

Students will be identified as needing support services by the Pupil Personnel Committee. Issues related to academic achievement and behavior will be addressed. The intervention team, the Guidance Counselors, the SAT, SAVE teacher and special education related service providers will collaborate for the purpose of increasing overall student attitudes. An emphasis will be placed on academic achievement, behavioral issues and the overall well being of the students. Individual and small group intervention will be utilized as alternative programs to decrease student suspension, reduce special education referrals and improve student academic achievement. At-risk students will continue to receive support from the guidance staff to address emotional and behavioral concerns as needed. The school psychologist and social worker will continue to provide mandated counseling and crisis intervention. The intervention team will provide academic intervention as part of the school's pre-referral initiative. The speech providers will also provide speech therapy as per the school's pre-referral initiative.

### **Parent Involvement Trends**

In determining the *Parent Involvement needs* of P.S. 361 the following assessments were used:

- PTA Meetings/PTA Executive Board Meetings
- Parent Workshops
- Family Literacy and Math Workshops
- PTA Cabinet Meetings with Administration
- Parent Coordinator's Assessment and Recommendations

Based upon the review of data, it was determined that there continues to be a need to increase parent involvement. Although the Learning Leader Parent Volunteer Program had been a successful tool in having parents play an active role in the school, we were unable to get parent volunteers during the 2007-2008 school year. Parent workshops (i.e. Leadership Training, Literacy and Math, and support services) have proven to be successful in bringing parents into the school and becoming actively involved in the education process. Training will continue to be provided to the PTA Executive Board members. We continue to improve outreach to parents of ESL students by providing translation and interpretation services as needed.

### **Implications for the Educational Program:**

The Learning Leader Parent Volunteer Program will be enhanced by having the existing PTA Executive Board reach out to parents at a PTA meeting early in the school year. The School Assessment Team/Guidance Staff will continue to give

**UPDATED – OCTOBER 2008**

workshops to parents. The workshops will focus on familiarizing parents on the following: the referral process, understanding the IEP, discipline, communicating with your child, etc. The Parent Coordinator will continue to network with other Parent Coordinators to expand ideas and to coordinate events within the school. Family Literacy and Math workshops will continue to be given to parents in order to better assist them in meeting their children's educational needs. The workshops will focus on strategies that are used in teaching math, reading and writing. These workshops will be expanded in 2009-2009 to include science (i.e. Getting Ready for the Science Fair). In an effort to reach the parents of our ESL students, we will translate all invitations and use the School Messenger in native languages to publicize parent activities. In an effort to reach out to the parents of our Special Education students, we will host specialized workshops in the areas of speech and language development, occupational and physical therapies, etc. throughout the 2008-2009 school year. Parents will be invited to spend time in their child's classroom once a month as part of our new Parents as Learning Partners program.

## **SECTION V: ANNUAL SCHOOL GOALS**

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

---

### **Literacy**

- By June 2009, the number of Kindergarten students scoring at benchmark level in Phoneme Segmentation Fluency (PSF) as measured of the 2008-2009 DIBELS End of Year Assessments will increase by 2% as compared to the previous school year. PSF is a measure of phonemic awareness. By the end of kindergarten, students should be able to take apart and pronounce the sounds of a three-phoneme syllable (i.e. sat = /s/ /a/ /t/). Those who cannot may be exhibiting phonological processing difficulties, a warning sign for reading difficulty. In this measure, the student is orally given a word or syllable with three or four phonemes and the student must say the individual sounds that make up the word. The student's score is the number of correct phonemes produced in one minute.
- By June 2009, the number of Grade one students scoring at benchmark level in Nonsense Word Fluency (NWF) as measured by 2008-2009 DIBELS End Year Assessments will increase by 2% as compared to the previous school year. NWF measures the ability to link letters with sounds and use that knowledge to decode three-letter syllables that alone are nonsense words (i.e. sil, com). In this measure, the student reads randomly ordered VC and CVC words. The student is given credit for pronouncing individual sounds or the correct sounds in a whole syllable read as a unit. The student's score is the number of letter-sounds correct in one minute.
- By June 2009, the number of Grade two students scoring at benchmark level in Oral Reading Fluency (ORF) as measured by 2008-2009 DIBELS End of Year Assessments will increase by 2% as compared to the previous school year. ORF is used to identify students in need of additional assessment and to monitor reading progress. Benchmark passages at each grade level are used to measure accuracy and speed in oral reading of graded passages. In this measure, students read each of three passages aloud for one minute. The student's score is the median of correct words per minute from the three passages.

### **Mathematics**

- By June 2009, the number of Kindergarten students scoring at Level 3 (secure) as measured of the 2008-2009 Everyday Mathematics End of Year Assessment will increase by 2% as compared to the previous school year. Students will be assessed on mathematics concepts developed during the school year in the kindergarten Everyday Math Program.
- By June 2009, the number of Grade one students scoring at Level 3 (secure) as measured of the 2008-2009 Everyday Mathematics End of Year Assessment will increase by 2% as compared to the previous school year. Students will be assessed on mathematics concepts developed in the school year in the first grade Everyday Math Program.

- By June 2009, the number of Grade two students scoring at Level 3 (secure) as measured of the 2008-2009 Everyday Mathematics End of Year Assessment will increase by 2% as compared to the previous school year. Students will be assessed on mathematics concepts developed during the school year in the second grade Everyday Math Program.

### **Attendance**

The PS 361 community seeks to improve attendance and punctuality of all students, general and special education, English Language Learners and students representative of all ethnic groups.

- By June 2009, the attendance of all students, general education, special education and ELLs, will improve by 2% as measured by the RPAR report.
- By June 2009, the number of students arriving late will decrease by 1-4% as measured by the RPAR report.

### **Student Support Services**

It is the mission of the PS 361 community to encourage teamwork and teach skills that will foster better social interaction among our students.

- By June 2009, there will be a 2% reduction in student referrals for special education and the number of student suspensions.

### **Parent Involvement**

PS 361 seeks to extend involvement of our parents in every aspect of their child's development. It is our goal to provide parents with the tools and references to support their parental obligations.

- By June 2009, there will be a 25% increase in parent participation at PTA meetings, parent workshops and as parent volunteers as measured by attendance sheets.

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** Literacy

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>By June 2009, the number of Kindergarten students scoring at benchmark level in Phoneme Segmentation Fluency as measured by 2008-2009 DIBELS End of Year Assessments will increase by 2% as compared to the previous school year.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>There will be an uninterrupted reading block of 90 minutes in kindergarten. The reading block will include instruction in the 5 essential components of effective reading instruction (phonemic awareness, phonics, fluency, vocabulary, comprehension). Reading Workshop will consist of whole group instruction, small group instruction (skills/strategy and guided reading groups) and differentiated work stations, including independent reading. The intervention team will provide small group instruction via a push-in model during the literacy blocks for identified students. Out of classroom teachers (clusters) will continue to service at-risk kindergarten students during the daily Intervention Period during the 2008-2009 school year. The Reading First coaches and Reading First Regional coach will provide professional development on the implementation of the various components of the Reading First program. Professional development will include intervisitations, modeling of lessons, grade conferences/workshops and NYS online Reading Academy. Foundations will continue to be implemented in 2008-2009 in all special education programs. All ELL children whose scores on the NYSESLAT indicate a need will be serviced fulltime in a classroom or by a pullout ELL teacher for the legally mandated amount of time.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>Classroom Teachers – Title I</li> <li>4 Intervention Team Teachers – Title I/Tax Levy/Contracts for Excellence/FSF Legacy Teachers Supplement/Egesr Federal Program Funding             <ul style="list-style-type: none"> <li>2 Reading First Coaches – Reading First State Funding/Contract for Excellence Funding</li> <li>Librarian – Title I</li> <li>2 ELL Teachers</li> <li>Reading First Instructional Materials – Tax Levy</li> <li>1 Reading First Regional Coach – Reading First State Funding</li> <li>NYS Reading Academy online course</li> </ul> </li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>DIBELS Benchmark and Progress Monitoring Assessments, ECLAS-2, Terranova, Rigby Benchmark Assessments</p>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** Literacy

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>By June 2009, the number of Grade one students scoring at benchmark level in Nonsense Word Fluency as measured by 2008-2009 DIBELS End Year Assessments will increase by 2% as compared to the previous school year.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>There will be an uninterrupted reading block of 90 minutes in first grade. The reading block will include instruction in the 5 essential components of effective reading instruction (phonemic awareness, phonics, fluency, vocabulary, comprehension). Reading Workshop will consist of whole group instruction, small group instruction (skills/strategy and guided reading groups) and differentiated work stations, including independent reading. The intervention team will provide small group instruction via a push-in model during the literacy blocks for identified students. The Reading First coaches and Reading First Regional coach will provide professional development on the implementation of the various components of the Reading First program. Professional development will include intervisitations, modeling of lessons, grade conferences/workshops and NYS online Reading Academy. Foundations will continue to be implemented in 2008-2009 in all special education programs. All ELL children whose scores on the NYSESLAT indicate a need will be serviced fulltime in a classroom or by a pullout ELL teacher for the legally mandated amount of time.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>Classroom Teachers – Title I</li> <li>4 Intervention Team Teachers – Title I/Tax Levy/Contracts for Excellence/FSF Legacy Teachers Supplement/Egesr Federal Program Funding             <ul style="list-style-type: none"> <li>2 Reading First Coaches – Reading First State Funding/Contract for Excellence Funding</li> <li>Librarian – Title I</li> <li>2 ELL Teachers</li> <li>Reading First Instructional Materials – Tax Levy</li> <li>1 Reading First Regional Coach – Reading First State Funding</li> <li>NYS Reading Academy online course</li> </ul> </li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>DIBELS Benchmark and Progress Monitoring Assessments, ECLAS-2, Terranova, Rigby Benchmark Assessments</p>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** Literacy

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>By June 2009, the number of Grade two students scoring at benchmark level in Oral Reading Fluency as measured by 2008-2009 DIBELS End Year Assessments will increase by 2% as compared to the previous school year.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>There will be an uninterrupted reading block of 90 minutes in second grade. The reading block will include instruction in the 5 essential components of effective reading instruction (phonemic awareness, phonics, fluency, vocabulary, comprehension). Reading Workshop will consist of whole group instruction, small group instruction (skills/strategy and guided reading groups) and differentiated work stations, including independent reading. The intervention team will provide small group instruction via a push-in model during the literacy blocks for identified students. The Reading First coaches and Reading First Regional coach will provide professional development on the implementation of the various components of the Reading First program. Professional development will include intervisitations, modeling of lessons, grade conferences/workshops and NYS online Reading Academy. Foundations will continue to be implemented in 2008-2009 in all special education programs. All ELL children whose scores on the NYSESLAT indicate a need will be serviced fulltime in a classroom or by a pullout ELL teacher for the legally mandated amount of time.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>Classroom Teachers – Title I</li> <li>4 Intervention Team Teachers – Title I/Tax Levy/Contracts for Excellence/FSF Legacy Teachers Supplement/Egesr Federal Program Funding             <ul style="list-style-type: none"> <li>2 Reading First Coaches – Reading First State Funding/Contract for Excellence Funding</li> <li>Librarian – Title I</li> <li>2 ELL Teachers</li> <li>Reading First Instructional Materials – Tax Levy</li> <li>1 Reading First Regional Coach – Reading First State Funding</li> <li>NYS Reading Academy online course</li> </ul> </li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>DIBELS Benchmark and Progress Monitoring Assessments, ECLAS-2, Terranova, Rigby Benchmark Assessments</p>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>By June 2009, the number of Kindergarten students scoring at Level 3 (secure) as measured of the 2008-2009 Everyday Mathematics End of Year Assessment will increase by 2% as compared to the previous school year.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Mathematics instruction will follow the format and concept development outlined in the <u>Everyday Math</u> Program. The math coach will continue to provide professional development in <u>Everyday Mathematics</u> to all kindergarten teachers. In kindergarten, students will develop number sense and computational skills through the use of mathematical tools such as a number line, number grid, hundredth day activities and collections, rulers, thermometers and manipulative materials. Ongoing activities with these materials will foster an understanding of the number system and enhance the students’ ability to add, subtract, multiply and divide. Out of classroom teachers (clusters) will continue to service at-risk kindergarten students during the daily Intervention Period during the 2008-2009 school year.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>Classroom Teachers – Title I</li> <li>Math Coach – Contract for Excellence Funding</li> <li>AIS Math teacher – Title I</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Everyday Mathematics Assessments (Baseline, End of Unit, Midyear and Endyear)</p>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>By June 2009, the number of Grade one students scoring at Level 3 (secure) as measured of the 2008-2009 Everyday Mathematics End of Year Assessment will increase by 2% as compared to the previous school year.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Mathematics instruction will follow the format and concept development outlined in the <u>Everyday Math</u> Program. The math coach will continue to provide professional development in <u>Everyday Mathematics</u> to all first grade teachers. In grade 1, students will develop number sense and computational skills through the use of mathematical tools such as a number line, number grid, hundredth day activities and collections, rulers, thermometers and manipulative materials. Ongoing activities with these materials will foster an understanding of the number system and enhance the students’ ability to add, subtract, multiply and divide.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>Classroom Teachers – Title I</li> <li>Math Coach – Contract for Excellence Funding</li> <li>AIS Math teacher – Title I</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Everyday Mathematics Assessments (Baseline, End of Unit, Midyear and Endyear)</p>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>By June 2009, the number of Grade two students scoring at Level 3 (secure) as measured of the 2008-2009 Everyday Mathematics End of Year Assessment will increase by 2% as compared to the previous school year.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Mathematics instruction will follow the format and concept development outlined in the <u>Everyday Math Program</u>. The math coach will continue to provide professional development in <u>Everyday Mathematics</u> to all second grade teachers. In grade 2, students will develop number sense and computational skills through the use of mathematical tools such as a number line, number grid, hundredth day activities and collections, rulers, thermometers and manipulative materials. Ongoing activities with these materials will foster an understanding of the number system and enhance the students’ ability to add, subtract, multiply and divide</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>Classroom Teachers – Title I</li> <li>Math Coach – Contract for Excellence Funding</li> <li>AIS Math teacher – Title I</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Everyday Mathematics Assessments (Baseline, End of Unit, Midyear and Endyear)</p>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** Attendance

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• By June 2009, the attendance of all students, general education, special education and ELLs, will improve by 2% as measured by the RPAR report.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ We will follow the attendance plan as written.</li> <li>▪ SAT members, guidance staff and administrators will visit classes encouraging children to attend school daily.</li> <li>▪ Classroom teachers will encourage students to attend school daily – written on homework sheets.</li> <li>▪ Incentives will be given to classes who obtain 100% attendance for 25 days.</li> <li>▪ Good attendance will be a major role of the Parent Coordinator and Family Worker (as per our attendance plan).</li> <li>▪ An attendance graph will be highlighted in the main lobby of the school building.</li> <li>▪ The School Messenger will call the homes of parents to congratulate or inform parent of child’s attendance.</li> <li>▪ Attendance will be an item at all school functions.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>▪ School Messenger</li> <li>▪ Family Worker – AIDP/Tax Levy</li> <li>▪ Classroom Teachers – Tax Levy</li> <li>▪ Parent Coordinator</li> <li>▪ Incentives – Tax Levy</li> <li>▪ Attendance Teacher – AIDP/Tax Levy</li> <li>▪ Administrators</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Increased daily attendance Improved performance on spring ECLAS-2, Terranova, E-PAL (2<sup>nd</sup> Gr) and Everyday Math Assessments</p>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** Attendance

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• By June 2009, the number of students arriving late will decrease by 1-4% as measured by the RPAR report.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ We will follow the attendance plan as written.</li> <li>▪ SAT members, guidance staff and administrators will visit classes encouraging punctuality.</li> <li>▪ Classroom teachers will encourage punctuality – written on homework sheets.</li> <li>▪ Good attendance will be a major role of the Parent Coordinator and Family Worker (as per our attendance plan).</li> <li>▪ The School Messenger will call the homes of parents to congratulate or inform parent of child’s attendance.</li> <li>▪ Attendance will be an item at all school functions.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>▪ School Messenger</li> <li>▪ Family Worker – AIDP/Tax Levy</li> <li>▪ Classroom Teachers – Tax Levy</li> <li>▪ Parent Coordinator</li> <li>▪ Incentives – Tax Levy</li> <li>▪ Attendance Teacher – AIDP/Tax Levy</li> <li>▪ Administrators</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Increased punctuality Improved performance on spring ECLAS-2, Terranova, E-PAL (2<sup>nd</sup> Gr) and Everyday Math Assessments</p>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** Student Support Services

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• By June 2009, there will be a 2% reduction in student referrals for special education and the number of student suspensions.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ The needs of identified at-risk students will be discussed at monthly Pupil Personnel Committee Meetings</li> <li>▪ The School Psychologist will conduct Functional Behavior Assessments of identified students and work with teachers, parents and students to create Behavior Intervention Plans.</li> <li>▪ At-risk counseling, academic support or speech and language therapy will be provided to students where necessary.</li> <li>▪ Students will be invited to participate in various arts programs (band, violin, chorus) to boost self-esteem</li> <li>▪ We will continue to implement the PS 361 Bully Free Program and RCCP Program</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>▪ 2 Guidance Counselors – Title I/IDEA/Tax Levy</li> <li>▪ 2 School Assessment Team Members (School Psychologist/School Social Worker)</li> <li>▪ 2 Speech Therapists</li> <li>▪ 4 Intervention Team Teachers – Title I/Tax Levy/Contracts for Excellence/FSF Legacy Teachers Supplement/Egesr Federal Program Funding</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Decrease in number of students needing evaluations as per the 201 Report</li> <li>• Decrease in number of occurrence reports</li> <li>• Student generated report to assess responsible student behaviors</li> </ul>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** Parent Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• By June 2009, there will be a 25% increase in parent participation at PTA meetings, parent workshops and as parent volunteers as measured by attendance sheets.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ Learning Leaders Volunteer Program</li> <li>▪ Family Math and Family Literacy Evening Workshops (will expand to include science)</li> <li>▪ Monthly Parent Learning Walks</li> <li>▪ Monthly PTA Meetings</li> <li>▪ Parent Workshops</li> <li>▪ Parent Open Access</li> <li>▪ Parents as Learning Partners</li> <li>▪ Dad’s Club</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>▪ Parent Coordinator</li> <li>▪ PTA Executive Board Members</li> <li>▪ Parent Involvement - Title I               <ul style="list-style-type: none"> <li>- Teachers for workshops (per session) - Title I</li> <li>- Materials for workshops - Title I</li> </ul> </li> <li>▪ Refreshments - Title I</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>▪ Attendance at PTA meetings</li> <li>▪ Parent Workshops</li> <li>▪ Parent Volunteers</li> <li>▪ Signed homework assignments</li> <li>▪ Improved attendance of students</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

**Directions:** All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS – N/A**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR) – N/A**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	59	0	N/A	N/A	3	0	0	1
1	55	10	N/A	N/A	6	1	0	2
2	69	15	N/A	N/A	7	6	0	2
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>The programs/strategies used by the Academic Intervention Team members responsible for providing literacy intervention for at-risk students are Foundations and Reading First Interventions. All programs are done in small groups during the school day and during the extended day.</b>
<b>Mathematics:</b>	<b>The Academic Intervention Team member responsible for providing services to at-risk students in mathematics supports students using the Everyday Mathematics program. All instruction is provided in small groups during the school day and during the extended day.</b>
<b>Science:</b>	<b>N/A</b>
<b>Social Studies:</b>	<b>N/A</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>The School Guidance Counselors provide mandated (for special education students) and non-mandated (for at-risk general education students) counseling via small group and individual sessions during the school day and during the extended day. Crisis intervention is provided, as well as, in class support to teachers. The focus is on developing strategies that students can use when working in the classroom.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>The School Psychologist provides non-mandated counseling (for at-risk general and special education students) via small group and individual sessions during the school day. Crisis intervention is provided, as well as, in class support to teachers. The focus is on developing strategies that students can use when working in the classroom.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>The Social Worker provides non-mandated counseling (for at-risk general and special education students) via small group and individual sessions during the school day. Crisis intervention is provided, as well as, in class support to teachers. The focus is on developing strategies that students can use when working in the classroom.</b>
<b>At-risk Health-related Services:</b>	<b>The School Nurse provides medication and/or Health Related Services to general education students as per the directives on each student’s completed 504 Form.</b>

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

### **Part B: CR Part 154 (A-4) Bilingual/ESL Program Description**

---

**Type of Program: ESL                      Number of LEP (ELL) Students Served in 2007-08: 53**  
**(No more than 2 pages)**

I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

**The instructional program offered at PS 361 is an English as a Second Language (ESL) program. The program consists of one self-contained ESL class on grade one and a pullout program for students in kindergarten and grade two. Students not included in the self-contained ESL program receive ESL services according to the legal mandate (beginner and intermediate students as designated by scores on the LAB-R or NYSESLAT are serviced 360 minutes per week while the advanced students receive 180 minutes of ESL instruction per week) by a licensed ESL teacher. While all instruction is provided in English, the licensed ESL teachers incorporate ESL methodologies into instructional strategies.**

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

**Reading First and Everyday Math programs are used in the ESL classes, as well as, all classes in our school. ELL students in grade 1 and 2 are invited to our Extended Day and Title III programs for additional academic support. During the Title III after school program, students are instructed with Harcourt's Moving into English program.**

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

**All student populations, including English Language Learners, are represented in all school programs (i.e. music/arts programs, class trips, performances). On Fridays, all ELLs in grade 2 participate in our school wide enrichment program.**

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

**All parents of ESL students are invited to and encouraged to attend all school and parent activities (i.e. workshops, curriculum orientations). Bilingual staff members (Haitian Creole and Spanish) are available daily to provide interpretation for parents, as well as, interpretation at parent activities. Classroom teachers were provided with the Over-the-Phone Interpretation Service Information offered by the New York City Department of Education Translation and Interpretation Unit so that they may reach out to parents who speak languages other than Haitian Creole and Spanish. We will continue to utilize the services of the Department of Education Translation and Interpretation Unit in 2008-2009 to translate written communications into the native languages of parents, as well as, interpret oral communications between teachers and parents at Parent Teacher Conferences.**

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

**To help newly enrolled LEP students, PS 361 is planning to implement ESL strategies like QTEL devised by Dr. Aida Walqui, proponent of the use of scaffolding techniques like modeling, bridging, contextualizing, schema building, text representation and metacognition.**

IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

**Teachers are invited to and attend off-site professional development sessions on ESL strategies. In 2007-2008, we arranged the preparation schedule so that teachers of ELLs could meet monthly for consultation with District personnel on how to plan effectively to meet the specific needs of ELLs in the classroom. Teachers were provided with the opportunity to visit a neighboring school. Specific methodologies will continue to be researched and incorporated into classroom practices in 2008-2009.**

V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

**Members of our Guidance Staff, School Assessment Team, Academic Intervention Team, Speech and Language Department provide services to ELLs as needed.**

VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

N/A

**Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08**

**School Building: PS 361 District 22**

**List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.**

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
	2		1			

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

**Part D: CR Part 154 – Sample Student Schedules**

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

# STUDENT SCHEDULE 2008-09 ESL GRADE 2 STUDENT

ESL Program Type:        \_\_\_ Free-Standing    \_\_\_ Push-in          X   Pull-out  
 Indicate Proficiency Level:      X   Beginning          X   Intermediate    \_\_\_ Advanced

School District: 22                      School Building: PS 361

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:00am To: 9:15am	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL
<b>2</b>	From: 9:20am To: 10:00am	Subject (Specify) Reading (small group/work stations)	Subject (Specify) Reading (small group/work stations)	Subject (Specify) Reading (small group/work stations)	Subject (Specify) Reading (small group/work stations)	Subject (Specify) Reading (small group/work stations)
<b>3</b>	From: 10:00am To: 10:10am	Subject (Specify) Read Aloud	Subject (Specify) Read Aloud	Subject (Specify) Read Aloud	Subject (Specify) Read Aloud	Subject (Specify) Read Aloud
<b>4</b>	From: 10:15am To: 11:00am	Subject (Specify) Math	Subject (Specify) Music (prep)	Subject (Specify) Writing	Subject (Specify) Math	Subject (Specify) Math
<b>5</b>	From: 11:00am To: 11:50am	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
<b>6</b>	From: 11:55am To: 12:45pm	Subject (Specify) Art (prep)	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Science (prep)	Subject (Specify) Movement (prep)
<b>7</b>	From: 12:45pm To: 1:30pm	Subject (Specify) Writing	Subject (Specify) Science	Subject (Specify) Art (prep)	Subject (Specify) Writing	Subject (Specify) Writing
<b>8</b>	From: 1:35pm To: 2:20pm	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Social Studies	Subject (Specify) Writing	Subject (Specify) Social Studies
<b>9</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>10</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

# STUDENT SCHEDULE 2008-09 ESL GRADE 1 STUDENT

ESL Program Type:  Free-Standing  Push-in  Pull-out  
 Indicate Proficiency Level:  Beginning  Intermediate  Advanced

School District: 22

School Building: PS 361

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:00am To: 9:20am	Subject (Specify) 8:00-8:20 Morning Routines 8:20-9:20 Math	Subject (Specify) 8:00-8:20 Morning Routines 8:20-9:20 Math	Subject (Specify) 8:00-8:20 Morning Routines 8:20-9:20 Math	Subject (Specify) 8:00-8:45 Movement (prep) 8:45-9:20 Morning Routines/Math Routines	Subject (Specify) 8:00-8:20 Morning Routines 8:20-9:20 Math
<b>2</b>	From: 9:25am To: 10:10am	Subject (Specify) Music (prep)	Subject (Specify) Music (prep)	Subject (Specify) Science (prep)	Subject (Specify) Math	Subject (Specify) Art (prep)
<b>3</b>	From: 10:15am To: 11:45am	Subject (Specify) Literacy Block	Subject (Specify) Literacy Block	Subject (Specify) Literacy Block	Subject (Specify) Literacy Block	Subject (Specify) Literacy Block
<b>4</b>	From: 11:55am To: 12:40pm	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
<b>5</b>	From: 12:45pm To: 1:30pm	Subject (Specify) Writing	Subject (Specify) Writing	Subject (Specify) Writing	Subject (Specify) Writing	Subject (Specify) Writing
<b>6</b>	From: 1:35pm To: 2:20pm	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Social Studies
<b>7</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>8</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>9</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>10</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

# SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual) (Not applicable for PS 361)

Bilingual Program Type:     \_\_\_ TBE                   \_\_\_ Dual Language  
 Indicate Proficiency Level:   \_\_\_ Beginning       \_\_\_ Intermediate       \_\_\_ Advanced

School District: \_\_\_\_\_ School Building: \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>2</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>3</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>4</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>5</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>6</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>7</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>8</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>9</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>10</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

**Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009**

**Form TIII – A (1)(a)**

**Grade Level(s)** Grade Two (2)      **Number of Students to be Served:**      20-30 LEP      0 Non-LEP

**Number of Teachers** Two (2)      **Other Staff (Specify)** One (1) Supervisor

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

---

**PS 361 is a Title I Pre K-2 school located in Flatbush. Our early childhood school has approximately 650 students and houses four half-day pre-K classes, eight kindergarten, nine grade one and nine grade two classes. The English Language Learner population this year is 49 students which is comparable to the number of students in 2007-2008( 53) and 2006-2007 (57), but a marked decrease from the two years prior (2005-2006 – 72, 2004-2005 – 88).**

**PS 361 offers two models of English Language instruction for English Language Learners. We have one self-contained ESL class (grade one) whereby students receive English instruction in all content areas and a pull-out model for all special education mandated students and general education students in kindergarten and grade two. Our ELL students participate in the Reading First program with an emphasis on English language acquisition. Students are engaged in read alouds, shared and guided reading and computer assisted instruction in literacy. The Everyday Math program is used as well. Most of our students come from Caribbean English speaking countries. Most of our ELL students speak Haitian Creole, some speak Spanish and a few are from Asia or Africa. PS 361 has an Intervention Team consisting of 6 teachers. These staff members will become familiar with the ESL students and ESL methodologies and strategies in addition to their familiarity and experiences in working with students with special needs. Intervention Team members will work with ESL teachers to identify the academic, social and cognitive issues that ELLs are experiencing and brainstorm ways in which to address their academic achievement. For the past three years, PS 361 has implemented an after school program two days a week for one and a half hours each day for ELLs called the English Language Learners Ladder program. The program ran from October through June and will again be implemented in 2008-2009, beginning in December 2008. ELLs promoted to grade two whose raw scores have been significantly low on the NYSESLAT after one or two years of ESL instruction will be targeted. The plan is to provide supplemental instruction for twenty-thirty ELLs with special needs. Groups will be kept to no more than fifteen. Materials for intervention services will be Harcourt Trophies' Moving into English.**

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

---

The PS 361 Professional Development Plan for 2008-2009 will continue to address the teachers who serve ELL students both during the school day and in the after school program. The Math and Reading First coaches will assist all ESL teachers on how to teach mathematics and literacy to ELLs more effectively. Specific methodologies will be researched and incorporated into classroom practices.

**Form TIII – A (1)(b)**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$1,676.00 \$6,033.00	10 days per diem for conferences and/or professional development days After school program: 40 sessions x 2 teachers = \$3979.00; 40 sessions x 1 supervisor = \$2054.00
Purchased services such as curriculum and staff development contracts	0	
Supplies and materials	\$6,291.00	Professional books and classroom materials and supplies
Travel	0	
Other	\$1000.00	Trips
<b>TOTAL</b>	<b>\$15,000.00</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

---

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

**At the beginning of each school year, PS 361 asks that a parent complete a Home Language Survey (which is translated into the respective native languages parents speak/understand) for each new child admitted. 2008-2009 data indicated that 25 of our ESL students speak Haitian Creole and 16 students speak Spanish; 2 students speak French, 2 speak Mandarin/Chinese, 1 speaks Urdu, 1 speaks Yoruba, 1 speaks Arabic and 1 speaks Twi. This data is helpful in determining written translation and oral interpretation needs for particular families. We also conduct an assessment of written translation and oral interpretation needs through an annual needs assessment survey and informal interviews of parents to ensure that all parents are provided with appropriate and timely information in a language they can understand. Additional written translation needs were determined by many parents' inability to read documents presented to them by teachers and office staff, homework assignments, notes and flyers sent home written in English during the school year. Additional oral interpretation needs were determined by requests for interpretation at our Parent Orientation and Parent Teacher Conferences by teachers and parents, information received from our ESL teachers, and observation of parents of ELLs at our parent functions.**

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

**The major findings were that parents, teachers and school personnel indicated that there was a need for bilingual interpreters and translators to assist in communicating with non-English speaking parents. Parents also mentioned that they often are unable to bring their own interpreters to school meetings and at times have used their own children in this role. These findings were reported at School Leadership Team meetings.**

#### **Part B: Strategies and Activities**

---

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

**UPDATED – OCTOBER 2008**

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

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

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

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

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

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

**See #1 and 2 above. Our school will provide each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services and instructions on how to obtain these services. A sign will be posted near the primary entrance to the school indicating the room where a copy of the notice for parents regarding language assistance services can be obtained. We will obtain from the Translation and Interpretation Unit a written translation of the signage and forms required under Section VII of Chancellor's Regulation A-663 in the primary language of the parent that is neither English or a covered language and post and provide translated forms in accordance with this section.**

## **APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

### **Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### **Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

1. Enter the anticipated Title I allocation for the school for 2008-2009 **\$652,282.00**
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program **\$6562.00**
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified **\$32,814.00**
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year **78.3%**
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

**PS 361 will seek to do the following in an effort to assist its non-HQ teachers to become HQ:**

- **Reassign teachers to classes consistent with their certification subject area**
- **At the principal's discretion, Title I HQ funds will be used to assist teachers to obtain a Supplemental Certificate in non-shortage, core subject areas in order to meet all required credits.**

### **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

#### **1. School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.**

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

## *PS 361 Parental Involvement Policy*

### **I. General Expectations**

PS 361 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

### **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. PS 361 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: **Parents on the School Leadership Team, the Parent Teacher Association Executive Board and the Parent Coordinator assisted in the development of the Parent Involvement Policy at SLT and PTA Executive Board meetings.**
2. PS 361 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: **Parents will be invited to scheduled meetings to review school improvement needs. Members of the School Leadership Team will review data and develop the School Improvement Plan of Action.**

3. PS 361 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: **The administration will work closely with the Parent Coordinator to ensure that workshops are planned on a variety of topics in an effort to help parents assist the school in meeting the academic and social needs of their children.**
4. PS 361 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: **Parents of preschool students receive all written communication to all school wide activities. In the spring of 2009, prospective pre-kindergarten parents for the 2009-2010 school year will be invited to attend a parent orientation given by the principal.**
5. PS 361 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. **The evaluations will be conducted via a school wide questionnaire developed by the School Leadership Team and through verbal feedback at PTA meetings led by the PTA.**
6. PS 361 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:  
**Parents on the School Leadership Team and members of the PTA will be encouraged to attend parent workshops and conferences on local and state levels. Title I Parent Involvement funds will be allocated for such activities.**
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: **Inviting parents to attend parent workshops throughout the school year. Parents will be notified via invitations, posters around school and the School Messenger.**
  - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: **Attending sensitivity training sessions via Resolving Conflicts Creatively Program (RCCP). Attending workshops and SLT planning meetings.**
  - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: **Ensuring that representatives from all constituencies attend scheduled planning meetings.**

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: **We will request written translations of communications to parents from the DOE Translation and Interpretation Unit in an effort to reach parents whose native language is other than English. When applicable, we will send information via School Messenger.**

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by signatures on the School Parent Involvement Policy. This policy was adopted by PS 361 on November 13, 2008 and will be in effect for the period of one school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 1, 2008.

#### **2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly**

**recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

### PS 361 School-Parent Compact

PS 361, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-09.

### **Required School-Parent Compact Provisions**

#### School Responsibilities

PS 361 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: **The administration at PS 361 will provide professional development in literacy and mathematics, conflict resolution and technology in an effort to give teachers tools for providing high quality instruction to all students. Professional Development will be offered via the administrators, consultants, coaches and master teachers. Staff members will be encouraged to attend off-site workshops as well.**
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held **in November, March and June as outlined by the Department on Education.**
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: **Report cards will be disseminated to parents in November 2008, March and June 2009. Teachers will communicate with parents in person, in writing, and via telephone at other times throughout the school year.**
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: **Staff will be available for consultation with parents before, during and after school by scheduled appointments.**
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: **Parents are provided the opportunity to observe classroom activities during Open School weeks in November and March, as well as, throughout the year during special events (i.e. Parents as Learning Partners Initiative, performances and celebrations of student work) and scheduled Parent Learning Walks. Parents may volunteer to work in classes through our Learning Leaders Program.**
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### **Parent Responsibilities**

**We, as parents, will support our children's learning in the following ways by:**

- **supporting my child's learning by making education a priority in our home by:  
making sure my child is on time and prepared everyday for school.  
monitoring attendance.  
talking with my child about his/her school activities everyday.  
scheduling daily homework time.  
providing an environment conducive for study.  
making sure that homework is completed.  
monitoring the amount of television my child watches.**
- **participating, as appropriate, in decisions relating to my child's education.**
- **promoting positive use of my child's extracurricular time.**
- **participating in school activities when available.**
- **staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.**
- **reading together with my child everyday.**
- **providing my child with a library card and visiting the library on a regular basis.**
- **communicating positive values and character traits, such as respect, hard work and responsibility.**
- **respecting the cultural differences of others.**

- helping my child accept consequences for negative behavior.
- being aware of and following the rules and regulations of the school and community.
- supporting the New York City Department of Education Citywide Standards of Discipline and Intervention Measures.
- following the school's uniform policy.
- expressing high expectations and offering praise and encouragement for achievement
- serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

### **Optional Additional Provisions**

#### **Student Responsibilities**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- come to school ready to do our best and be the best.
- come to school with all the necessary tools for learning – pencils and books, etc.
- listen and follow directions.
- participate in class discussions and activities.
- be honest and respect the rights of others.
- follow the school's rules of conduct.
- ask for help when we don't understand.
- do our homework every day and ask for help when we need to.
- study for tests and assignments.
- read for at least 15-30 minutes every day outside of school time.
- use the library to get information and to find books that we enjoy reading.
- give to our parents or to the adult who is responsible for our welfare, all notices and information we receive from school every day.

### **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

A needs assessment was conducted to determine the effectiveness of all program sections in our CEP. In addition, grade conferences and individual teacher conferences were held with teachers to discuss the progress of their students on ECLAS-2, Dibels, EPAL, and the Terranova (grades 1 and

**2). Trends from previous years were reviewed, discussed and plans were made for the 2008-2009 school year. The literacy and math coaches were instrumental in charting and sharing the results with staff.**

2. School wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - o Help provide an enriched and accelerated curriculum.
  - o Meet the educational needs of historically underserved populations.
  - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - o Are consistent with and are designed to implement State and local improvement, if any.

**Parents are informed in September of the NYC Early Childhood standards. Students at risk of not meeting the standards in 2007-2008 were invited to attend the extended day program. Students at risk of not meeting the standards for the upcoming school year were given invitations in June 2008 to attend the extended day program beginning September 2009. Our Guidance Staff and School Assessment Team members provide counseling to at risk students. Parents of the students are counseled as well.**

3. Instruction by highly qualified staff.

**PS 361 will seek to do the following in an effort to assist its non-HQ teachers to become HQ:**

- **Reassign teachers to classes consistent with their certification subject area**
- **At the principal's discretion, Title I HQ funds will be used to assist teachers to obtain a Supplemental Certificate in non-shortage, core subject areas in order to meet all required credits.**

**The administration, along with the Math and Reading First coaches, will continue to be instrumental in analyzing data and providing professional development for teachers based on implications for instruction.**

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

**The administration along with the Math and Reading First coaches will continue to be instrumental in analyzing data and providing professional development for teachers based on implications for instruction.**

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

**UPDATED – OCTOBER 2008**

**The Principal will attend job fairs and conduct interviews. Candidates will be required to do a demonstration lesson, observed by a member of the administration.**

6. Strategies to increase parental involvement through means such as family literacy services.

**Various opportunities are implemented to increase parental involvement (i.e. Math and Literacy workshops, workshops on dental health, nutrition, discipline and parenting skills, the Dad's Club to support significant male figures and their sons, the Scouting program, Learning Leaders, workshops and activities geared towards parents of special education students and English Language Learners).**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

**Incoming kindergarten parents will be invited to an Open House, tour the school and visit kindergarten classes in spring 2009. Parents will receive a "Moving to Kindergarten" package. Our guidance counselor, school social worker and school psychologist will assist parents and students with the transition in September 2010. Parents will be encouraged to attend all parent activities.**

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

**The administration, along with the Math and Reading First coaches, will continue to be instrumental in analyzing data and working with teachers on implications for instruction. Teachers decide via consensus how to modify the instructional day.**

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

**Students experiencing difficulty receive extended day services, small group assistance during the literacy block and/or our intervention period, and/or counseling services. Teachers of our gifted and talented program meet and discuss ways in which the curriculum can be enriched.**

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

**Funding from Federal, State and local sources are commingled to purchase materials and services to meet the needs of all students.**

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS (Not Applicable)**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**  
**(Not Applicable to PS 361)**

*This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All School Improvement Schools (SINI and SRAP)**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

**Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
  - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$\_\_\_\_\_ ; 10% of Title I allocation = \$\_\_\_\_\_.
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

---

<sup>1</sup> School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).**

**(Not applicable to PS 361)**

*All SURRE schools must complete this appendix.*

**SURRE Area(s) of Identification:** \_\_\_\_\_

**SURRE Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURRE Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURRE. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

---

**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

---

<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**A committee of school based personnel, including administrators, literacy coaches, teachers and intervention specialists, participate in the implementation, assessment and analysis of the Reading First Program, a scientifically based reading program designed to increase reading comprehension.**

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**PS 361 uses a scientifically based reading program for all students, including ELLs and special education, which provides explicit instruction in the five essential components of reading instruction – phonemic awareness, phonics, vocabulary, fluency and comprehension. The program provides the following: a variety of resources from which teachers may choose in teaching the ELA content (i.e. big books, puppets, decodable books, vocabulary word lists, letter-sound cards, etc.); an organized sequence of instruction guided by the core reading program; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. Therefore, this finding is not relevant to our school's educational program.**

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

---

**1B. Mathematics**

## Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

## Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**A committee of school based personnel, including administrators, the math coach, teachers and intervention specialists, participate in the implementation, assessment and analysis of the Everyday Mathematics Program.**

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

UPDATED – OCTOBER 2008

**PS 361, a K-2 school, utilizes instructional materials provided by the Everyday Mathematics curriculum for all students, including ELLs and special education, which is aligned with NYS content strands. Therefore, this finding is not relevant to our school's educational program.**

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

---

## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### ***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**A committee of school based personnel, including administrators, literacy coaches, teachers and intervention specialists, participate in the implementation, assessment and analysis of the Reading First Program, a scientifically based reading program designed to increase reading comprehension.**

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

**UPDATED – OCTOBER 2008**

Applicable  Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**PS 361 implements the Reading First program for all students, including ELLs and special education students, which consists of whole group instruction, teacher-led small group instruction and independent student work stations. During whole group instruction, teachers follow an organized sequence of instruction guided by the core reading program. Differentiated, small group instruction or time for direct work with individuals is a regular daily activity. At independent student learning stations, students work on activities that directly build reading skills. Therefore, this finding is not relevant to our school's educational program.**

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

---

### **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**A committee of school based personnel, including administrators, the math coach, teachers and intervention specialists, participate in the implementation, assessment and analysis of the Everyday Mathematics Program.**

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

---

<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**PS 361 utilizes the Everyday Mathematics Program, a program designed to stimulate learning through the use of manipulatives and hands-on activities, for all students, including ELLs and special education students. PS 361 has incorporated *Friday Game Day* into its weekly schedule. Our full time technology/media specialist works directly with teachers to incorporate technology (smart board, use of game websites) into the math block. Therefore, this finding is not relevant to our school's educational program.**

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

---

### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**A committee of school based personnel, including administrators and literacy and math coaches, participate in the assessment and analysis of staff experience and stability.**

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Data indicates that teacher turnover in recent years at PS 361 has been high. Therefore, this finding is relevant to our school's educational program.**

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**A disaggregating of data to analyze reasons for turnover in teaching staff found that teachers left for many different reasons including transfer to other NYC public schools, relocation, and maternity/child care leave. One of the barriers we face each year due to high turnover of staff is the inability to build capacity with staff by deepening instructional practices. This has a direct effect on student outcomes. PS 361 will address the issue of teacher retention by offering professional development based on teacher needs, establishing a support system by having grade leaders and math and literacy coaches, and utilizing Title I funds to support teachers who are not considered Highly Qualified.**

---

#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**The Professional Development Team surveys ELL teachers, as well as, reviews professional development opportunities offered to teachers of ELLs.**

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Interview data from classroom teachers, review of professional development opportunities and classroom observations indicate that findings were relevant to our school's educational program. Additional support is needed for teachers with respect to instruction of ELLs and accountability.**

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

District offerings for ELL professional development are limited with regards to early elementary grades (K-2). Teachers have been and will continue to be invited to attend off-site professional development sessions on ESL strategies, when appropriate. In 2007-2008, we arranged the preparation schedule so that teachers of ELLs could meet monthly for consultation with District personnel on how to plan effectively to meet the specific needs of ELLs in the classroom. Teachers were provided with the opportunity to visit a neighboring school. Specific methodologies will continue to be researched and incorporated into classroom practices in 2008-2009.

---

**KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs’ academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students’ time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

**A committee of school based personnel, including administrators, literacy coaches, teachers and intervention specialists, participate in the implementation, assessment and analysis of the Reading First Program, a scientifically based reading program designed to increase reading comprehension.**

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable     Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

**PS 361 uses a scientifically based reading program which provides explicit instruction in the five essential components of reading instruction – phonemic awareness, phonics, vocabulary, fluency and comprehension for all students, including ELLs. Use of assessments (Dibels, ECLAS-2, Terranova, Peabody Picture Vocabulary Test, etc.) and data analysis is an integral part of the Reading First Program.**

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

## **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**The Professional Development Team surveys all staff, as well as, reviews professional development opportunities offered to teachers/related service providers of special education students.**

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Classroom observations, IEP reviews, and interviews with teachers indicate that many general education teachers and some special education teachers do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Therefore, this finding is relevant to our school's educational program.**

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**As per Chapter 408 regulations, PS 361 provides paper copies of IEPs to all teachers (general and special education) and related service providers for students they service. In addition, each paraprofessional responsible for assisting in the implementation of a student's IEP is provided with the opportunity to review a copy of the student's IEP and is given ongoing access to the teacher's copy of the IEP. School personnel are informed of their IEP implementation responsibilities and are instructed regarding their legal obligation to maintain confidentiality of student records at a meeting early in the school year. Staff members have been and will continue to be invited to attend off-site professional development sessions on strategies to accommodate and modify curriculum for Special Education students, when appropriate. Specific methodologies will continue to be researched and incorporated into classroom practices in 2008-2009.**

**UPDATED – OCTOBER 2008**

---

**KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**A committee of school based personnel, including administrators, teachers and School Assessment Team members, participate in the assessment and analysis of individualized educational programs.**

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**PS 361 is a K-2 school and testing modifications and/or modified promotional criteria are not added to student IEPs until the latter half of their second grade (IEPs created after December 31<sup>st</sup>) in preparation for grade three.**

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

## CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in G
3. Please provide all of the information requested for each of the program strategies to which you've allocated fund requirements.

This survey must be completed by Tuesday July 15 at 6pm.  
Thank you!

Submit date: **Jul 23, 2008**      Email address: **jchalle@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in or survey to be valid.

School DBN	PS 361
School Name	The East Flatbush Primary School ---PS 361
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 207,389
Principal Name	JOAnne challenger
Principal Email	jchalle@schools.nyc.gov
Principal Phone	7188560600

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes  
 No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes  
 No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs	\$ 0
Summer School Programs	\$ 0
Dedicated Instructional Time	\$ 207,389
Individualized Tutoring	\$ 0

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
- No

Please describe the program.

1.The literacy and math coaches will model lessons and provide feedback to staff members. 2.Conduct planning meetings with teachers to plan for instruction based on students' needs 3. Assist and train teachers in various assessment tools 4. Differentiate support for teachers demonstrated need 5. Facilitate workshops, courses and study groups for teachers, educational assistants and parents 6.The coaches and teacher will work with individual and/or small groups of children to remediate in literacy and math.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

The coaches will work with individual and/or small groups of children.

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provided by qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)?

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand a pre-kindergarten program at the school?

- Yes
- No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Learners (ELLs)?

- Yes
- No