



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** PS 354Q

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 28Q354

**PRINCIPAL:** JERMAINE L. GREEN

**EMAIL:** JGREEN6@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** **DR. BEVERLY FFOLKES-BRYANT**

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

| Name                    | Position and Constituent Group Represented   | Signature |
|-------------------------|--|-----------|
| Jermaine L. Green       | *Principal or Designee                       |           |
| Nicole Dunne            | *UFT Chapter Leader or Designee              |           |
| Yannick Beckwith        | *PA/PTA President or Designated Co-President |           |
| Ms. Alberitta Rodriguez | Member/Parent                                |           |
| Ms. Crisel Robert       | Member/Parent                                |           |
| Ms. Stephanie Johnson   | Member/Parent                                |           |
| Ms. Lisa Graham         | Member/Teacher                               |           |
| Ms. Amy Coyle           | Member/Teacher                               |           |

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

By June 2013, 50% of students in grades K-2 will increase their reading proficiency by 3 levels, as evidenced by data collected from Teachers College Running Records assessments. By June 2013, 25% of third grade students will be performing at a level 3 or 4 as measured by the New York State English Language Arts Test.

### **Comprehensive needs assessment**

Based on Teachers College Running Record assessments conducted in September 2012, we determined that following percentages of students were reading below grade level:

Kindergarten: 73%

First Grade: 62%

Second Grade: 69%

Third Grade: 46%

### **Instructional strategies/activities**

- Implementation of the Rowland Reading Foundation's innovative, research-based, comprehensive core reading program for grades K-2 called *Superkids* and for 3<sup>rd</sup> Grade, Lead 21 (The Wright Group); 90-minute small group pull-out instruction during reading block; Wilson's Foundations phonics program during extended morning sessions; Teachers College Running Records aligned to state performance assessments
- TCRWP assessments are given in September, November, January, March, and June; Superkids, Lead21, and Foundations are ongoing daily throughout the school year since September, with unit assessments occurring every four weeks, and benchmark assessments every eight weeks
- Reading coach conducts weekly professional development focused on all aspects of reading program; summer and weekly in-service professional development; model lessons; [superkidsreading.org](http://superkidsreading.org); [wglead21.com](http://wglead21.com); professional development from Rowland Reading Foundation and Lead 21 coaches; observations and feedback from coach and administration. Based on observations and feedback, the weekly PS 354 Institutes allows instructional leaders to facilitate professional development to enhance the implementation of core curriculum and teacher performance.
- Teachers will work together during common preps (a minimum of 3 times per week) to create curriculum maps, lessons, and activities, as well as strategize about how best to accommodate all learners; teachers submit data to administrators and data specialist, and all work together as a team to produce item analyses in order to monitor and modify activities as necessary.
- Implementation of all programs commenced in September 2013; Foundations: 3xs/week, Monday-Wednesday, for 37.5 minutes; SuperKids and Lead 21: 90 minutes reading, 45 minutes writing, 5xs/week; TCRR 5xs/year, bi-monthly
- Reduce class sizes (no more than 16 students per class)
- Formal and informal observations;
- TeachBoost is used to record informal observations and allow teachers, instructional leaders, and administration to communicate about different strategies to improve instruction.

### **Strategies to increase parental involvement**

- At the beginning of each unit, hands on workshops are scheduled in the morning and evening to introduce parents to the new skills being taught and allow parents to ask any questions they may have regarding how to help their children become stronger students in all academic areas.
- Parents are provided with supplemental materials to support their child's learning at home.
- Daily work mats are sent home at the end of the marking period so that the parents have the opportunity to review their child's progress.
- Superkids, Lead21, and EnVision Math offers a website for parents and students that has additional activities and assistance in the skills covered in each unit.

- Progress reports after each unit are sent home to parents/guardians.
- Monthly math and literacy skill trainings provided to parents to instruct and build confidence in their ability to support their children’s learning at home, allowing for a more cohesive educational experience for all students.
- Parents have the opportunity to complete a survey pertaining to workshops that they would like to see implemented, resulting in a menu of workshops they are able to select.
- Parents provide actionable feedback pertaining to training sessions, which is used to modify and adjust workshops to better meet the needs of the community.

**Budget and resources alignment**

- Indicate your school’s Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

- Title I money is used to hire a reading coach and to provide staff development.
- Other tax levy money will be used to reduce class sizes and also to ensure that reading specialists are available to service students most in need.
- OTPS money will be used to provide consultants who are curriculum experts to assist our implementation of the programs in our classrooms. They will also be used to provide staff development and additional training to ensure that all teachers are working to become highly effective.
- Money from the budget is used to select a CFN that has been proven to work closely with schools to support academic rigor and student achievement.
- There is also additional Title I money for highly qualified staff.

**Service and program coordination**

- The school-wide PBIS program called *Get An Adult Involved* is designed to prevent bullying and promote social awareness, and should reduce the rate of suspensions thereby increasing the amount of time students spend in class receiving quality instruction.
- Funding is used to hire a data specialist to support staff and administration in analysis of existing data and its relevance towards curriculum and instruction.
- Coaches and lead teachers participate in and provide teachers with support through classroom inter-visitation.
- Principal uses observations to identify trends across the building, determine institute topics and professional development opportunities, as well as identify teachers in need of additional mentoring and coach support.
- The after school and Saturday academic intervention programs are provided to students to build necessary skills and application strategies needed in literacy.
- The *Out of School Time* after school program will be provided.
- Per-session funds are available for focus groups and planning time.
- Title I money is used to hire reading and math coaches and to provide staff development.
- Other tax levy money is used to reduce class sized and also to ensure that reading specialists are available to service students most in need.
- OTPS money is used to provide consultants who are curriculum experts to assist our implementation of the programs in our classrooms. It is also used to provide staff development and additional training to ensure that all teachers are working to become highly effective.
- Money from the budget is used to select a CFN that has been proven to work closely with schools to support academic rigor and student achievement.

**ANNUAL GOAL #2 AND ACTION PLAN**

**Annual Goal #2**

By June 2013, 25% percent of students in grades PK -3 will increase their academic proficiency in all core subject areas by engaging in and completing performance-based tasks that measure their problem-solving and critical analysis ability.

**Comprehensive needs assessment**

Based on the rubric, the following results exhibit the percentages of students meeting each level of the spring 2012 literacy performance-based tasks:

|              | Pre-Kindergarten<br>"Plants are All Around Us" | Kindergarten<br>"Garden Helpers" | First Grade<br>"My Report about Frogs" | Second Grade<br>"Non-Fiction Reading and Informational Writing" |
|--------------|--|----------------------------------|--|---|
| Expert       | 50%  | 27%                              | 0%                                     | 22%   |
| Practitioner | 20%  | 47%                              | 5%                                     | 18%   |
| Apprentice   | 25%  | 16%                              | 10%                                    | 15%   |
| Novice       | 5%   | 10%                              | 85%                                    | 45%   |

Based on the rubric, the following results exhibit the percentages of students meeting each level of the spring 2012 math performance-based tasks:

|              | Pre-Kindergarten<br>"How Many Little Seeds" | Kindergarten<br>"Understanding Addition" | First Grade<br>"Tens and Ones" | Second Grade<br>"Tens and Ones" |
|--------------|---|--|--------------------------------|---------------------------------|
| Expert       | 74%   | 9%                                       | 10%                            | 17%                             |
| Practitioner | 16%   | 10%                                      | 15%                            | 4%                              |
| Apprentice   | 10%   | 36%                                      | 57%                            | 49%                             |
| Novice       | 0%  | 45%                                      | 18%                            | 30%                             |

**Instructional strategies/activities**

- Based on the Teachers College Running Record assessments, students are placed into differentiated flexible groups for small group instruction and independent research.
- TCRWP assessments are given in September, November, January, March, and June. Differentiated flexible groups are changed after every TCRWP assessment, which coincides with the benchmark reading program assessments given every eight weeks, and together this data informs the group assignments.
- Class lists were developed based on a holistic examination of student performance, artifacts, and data gathered from reading assessments.
- Develop professional learning communities focused on reviewing and interpreting data for the purpose of improving student achievement.
- Teachers work together during common preparation periods to construct performance-based tasks reflective of the CCLS.
- Teachers create tiered tasks that are designed to meet students at their entry point.
- Teachers and students create task-specific rubrics that will be used to assess students' performance.
- In all subject areas, teachers model problem-solving and critical analysis skills and integrate, where appropriate, the identification of a particular audience, making logical inferences, writing narratives, and forming evidence-based opinions into their modeling during class discussions and challenging group

activities.

- Students are engaged in turn-and-talks during all aspects of each lesson.
- Students document their findings on graphic organizers and in student journals.
- Authentic checks for understanding are conducted throughout the lessons and in all academic disciplines.
- Reading and math coaches conduct weekly professional development focused on the performance-based tasks and the progress of the students.
- Classroom staff meets bi-monthly with the school reading and math coaches to improve teaching techniques and classroom instruction.
- Teachers work together during common preparation periods to create curriculum maps, lessons, and activities, as well as strategize about how best to meet the needs of all learners.
- Principal uses observations to identify trends across the building, determine institute topics and professional development opportunities, as well as identify teachers in need of additional mentoring and coach support.
- Coaches and lead teachers participate in and provide teachers with support through classroom inter-visitations.
- Service providers push into the classroom to provide services in both literacy and math, as well as speech therapy, occupational therapy, and physical therapy.
- Service providers pull students to provide services in math, literacy, ESL, speech therapy, occupational therapy, and physical therapy.
- Envision Math was implemented every day beginning in September 2011 for a 90-minute period, five times per week, and the same schedule continues to be in effect.
- Superkids Reading Program is implemented every day to students in kindergarten through second grade beginning in September 2011 for a 90-minute period, five times per week, and the same schedule continues to be in effect.
- Lead21 Reading Program was implemented every day to students in third grade beginning in September 2012 for a 90-minute period, five times per week.
- Literacy-based performance tasks are administered in the fall of 2012 and in the spring of 2013.
- Math-based performance tasks are administered in the fall of 2012 and in the spring of 2013.

#### **Strategies to increase parental involvement**

- At the beginning of each unit, hands on workshops are scheduled in the morning and evening to introduce parents to the new skills being taught and allow parents to ask any questions they may have regarding how to help their children become stronger students in all academic areas.
- Parents are provided with supplemental materials to support their children's learning at home.
- Daily work mats are sent home at the end of the marking period so that the parents have the opportunity to review their children's progress.
- Superkids, Lead21, and EnVision Math offers a website for parents and students that has additional activities and assistance in the skills covered in each unit.
- Progress reports after each unit are sent home to parents/guardians.
- Monthly math and literacy skill trainings provided to parents to instruct and build confidence in their ability to support their children's learning at home, allowing for a more cohesive educational experience for all students.
- Parents have the opportunity to complete a survey pertaining to workshops that they would like to see implemented, resulting in a menu of workshops from which they are able to select.
- Parents provide actionable feedback pertaining to training sessions, which is used to modify and adjust workshops to better meet the needs of the community.

**Budget and resources alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

- Title I money is used to hire a reading coach and to provide staff development.
- Other tax levy money is used to reduce class sizes and also to ensure that reading specialists are available to service students most in need.
- OTPS money is used to provide consultants who are curriculum experts to assist our implementation of the programs in our classrooms. It is also used to provide staff development and additional training to ensure that all teachers are working to become highly effective.
- Money from the budget is used to select a CFN that has been proven to work closely with schools to support academic rigor and student achievement.
- There is also additional Title I money for highly qualified staff.

**Service and program coordination**

- The school-wide PBIS program called *Get An Adult Involved* is designed to prevent bullying and promote social awareness, and should reduce the rate of suspensions thereby increasing the amount of time students spend in class receiving quality instruction.
- Funding will be used to hire a data specialist to support staff and administration in analysis of existing data and its relevance towards curriculum and instruction.
- Coaches and lead teachers participate in and provide teachers with support through classroom inter-visitation.
- Principal uses observations to identify trends across the building, determine institute topics and professional development opportunities, as well as identify teachers in need of additional mentoring and coach support.
- The after school and Saturday academic intervention programs are designed to provide students with opportunities to build necessary skills and apply learned strategies as needed in literacy and mathematics.
- The *Out of School Time* after school program will be provided.
- Per-session funds are available for focus groups and planning time.
- Title I money is used to hire reading and math coaches and to provide staff development.
- Other tax levy money is used to reduce class sized and also to ensure that reading specialists are available to service students who are most in need.
- OTPS money is used to provide consultants who are curriculum experts to assist our implementation of the programs in our classrooms. It is also used to provide staff development and additional training to ensure that all teachers are working to become highly effective.
- Money from the budget is used to select a CFN that has been proven to work closely with schools to support academic rigor and student achievement.

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3**

By June 2013, 50% of teachers and 25% of students will effectively use data to gain insight on the reason for deficient skills. These insights will help students to create short-term goals and help teachers to form need-based groups and also develop tasks that target each student at their entry level. Students and teacher performance will be measured by informal and formal observations rated with research-based rubrics; classroom artifacts, and student progress and performance.

#### **Comprehensive needs assessment**

Based on Teachers College Running Record assessments conducted in September 2012, we determined that following percentages of students were below grade level in basic reading skills appropriate to their developmental level:

Kindergarten: 73%

First Grade: 62%

Second Grade: 69%

Third Grade: 46%

Based on the mathematics placement test conducted in September 2012, the following percentages of students were below level in basic math skills appropriate to their developmental level:

Kindergarten: 32%

First Grade: 79%

Second Grade: 74%

Third Grade: 76%

#### **Instructional strategies/activities**

- Class lists were developed based on a holistic examination of student performance, artifacts, and data gathered from reading assessments
- Develop professional learning communities focused on reviewing and interpreting data for the purpose of improving student achievement
- A guided process for data investigation that results in planning and instruction to improved student achievement
- Induct new teachers into a data-based decision-making culture by linking them with veteran teachers who have experience in using data to enhance student achievement.
- Principal uses observations to identify trends across the building, and using these trends works with the cabinet to create tasks and ensure that curriculum is meeting students at their individual entry points.
- Teachers' document student progress by recording conferencing notes when working with small groups during academic periods.
- Greater differentiation of instruction
- Collaboration among faculty
- Instructional teams create differentiated task cards for use during small group academic activities.
- Students participate in student lead activities, inquiry based group work, student discussions, and projects.
- Based on the placement test and topic pre-tests, students are placed into differentiated flexible groups for classes, small group instruction, and homework.
- Daily checks for understanding allows flexible groups to be adjusted in order to meet the individual needs of every learner.
- Teachers check for understanding throughout a lesson to ensure comprehension, modify instruction, and adjust questions.
- Tiered tasks are used throughout daily academic instruction and project-based activities as evident in student notebooks, classroom learning charts, and student work on classroom bulletin boards.
- Data-driven small group instruction before, during, and after school are utilized to address skill deficiencies and progress and improvement are measured by CCLS aligned rubrics.
- In January through June, after school and Saturday academic intervention programs are used to help build necessary skills in order to prepare third graders

for the state assessments.

- During the PS 354 Institutes, topics for focus discussion and planning are based on data collected from formal and informal observations, as well as teacher feedback.

**Strategies to increase parental involvement**

- At the beginning of each unit, hands-on workshops are scheduled in the morning and evening to introduce parents to the new skills being taught and allow parents to ask any questions they may have regarding how to help their children become stronger students in all academic areas.
- Parents are provided with supplemental materials to support their children learning at home.
- At the end of each unit, student workbooks are sent home; spelling tests are sent home weekly for parent/guardian perusal and signature. Daily math work mats are sent home at the end of the marking period so that the parents have the opportunity to review their child's progress.
- Superkids, Lead21, and EnVision Math offer websites for parents and students that have additional activities and assistance in the skills covered in each unit.
- Progress reports after each unit are sent home to parents/guardians.
- Monthly math and literacy skill trainings are provided to parents to instruct and build confidence in their ability to support their children's learning at home, allowing for a more cohesive educational experience for all students.
- Parents have opportunities to complete surveys pertaining to workshops that they would like to see implemented. These parent feedback results in a menu of workshops from which they are able to select.
- Parents provide actionable feedback pertaining to training sessions which is used to modify and adjust workshops to better meet the needs of the community.

**Budget and resources alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

- Title I money is used to hire a reading coach and to provide staff development.
- Other tax levy money is used to reduce class sizes and also to ensure that reading specialists are available to service students most in need.
- OTPS money is used to provide consultants who are curriculum experts to assist our implementation of the programs in our classrooms. It is also used to provide staff development and additional training to ensure that all teachers are working to become highly effective.
- Money from the budget will be used to select a CFN that has been proven to work closely with schools to support academic rigor and student achievement.
- There is also additional Title I money for highly qualified staff.

**Service and program coordination**

- The school-wide PBIS program called *Get An Adult Involved* is designed to prevent bullying and promote social awareness, and should reduce the rate of suspensions thereby increasing the amount of time students spend in class receiving quality instruction.
- Funding will be used to hire a data specialist to support staff and administration in analysis of existing data and its relevance towards curriculum and instruction.

- Coaches and lead teachers participate in and provide teachers with support through classroom inter-visitation.
- Principal uses observations to identify trends across the building to determine topics for the institute and other professional development opportunities. Teachers in need of additional mentoring and coach support are also identified in this manner.
- The after school and Saturday academic intervention programs provide students with opportunities to build necessary skills and to apply strategies to improve their reading and math problem-solving skills.
- The *Out of School Time* after school program will be provided.
- Per-session funds are available for focus groups and planning time.
- Title I money is used to hire reading and math coaches and to provide staff development.
- Other tax levy money is used to reduce class size and also to ensure that reading specialists are available to service students most in need.
- OTPS money is used to provide consultants who are curriculum experts to assist our implementation of the programs in our classrooms. It is also used to provide staff development and additional training to ensure that all teachers are working to become highly effective.
- Money from the budget is used to select a CFN that has been proven to work closely with schools to support academic rigor and student achievement.

## ANNUAL GOAL #4 AND ACTION PLAN

### **Annual Goal #4**

By June 2013, 50% of teacher's will develop the ability to implement scientific, research-based interventions to improve student outcomes and growth, as measured by informal and formal observations, and learning walks, that focus on using assessment in instruction, using questioning and discussion techniques and designing coherent instruction.

### **Comprehensive needs assessment**

Based on Teachers College Running Record assessments conducted in September 2012, we determined that following percentages of students were below grade level in reading:

Kindergarten: 73%

First Grade: 62%

Second Grade: 69%

Third Grade: 46%

Based on the mathematics placement test conducted in September 2012, the following percentages of students were below level in simple problem-solving:

Kindergarten: 32%

First Grade: 79%

Second Grade: 74%

Third Grade: 76%

### **Instructional strategies/activities**

- Reading coach conducts weekly professional development focused on all aspects of the Rowland Reading Foundation's innovative, research-based, comprehensive core reading program for grades K-2 called *Superkids* and the Wright Group's *Lead21* reading program for grade 3; summer and weekly in-service professional development; model lessons; [superkidsreading.org](http://superkidsreading.org); [www.wglead21.com](http://www.wglead21.com); professional development from Rowland Reading Foundation and Wright Group coaches; observations and feedback from coaches and the administration
- Teachers work together during common preps a minimum of 3 times per week to create curriculum maps, lessons, and activities, as well as strategize about how best to accommodate all learners; teachers submit data to administrators and data specialist, and all work together as a team to produce item analyses in order to monitor and revise activities as necessary.
- Formal and informal observations are ongoing throughout the school year beginning in September
- Classroom staff meets bi-monthly on trainings with the school math coach to improve teaching techniques and classroom instruction.
- Teachers work together during common preps to create curriculum maps, lessons, and activities, as well as strategize about how best to accommodate all learners.

### **Strategies to increase parental involvement**

- At the beginning of each unit, hands-on workshops are scheduled in the morning and evening to introduce parents to the new skills being taught and allow parents to ask any questions they may have regarding how to help their children become stronger students in all academic areas.
- Parents are provided with supplemental materials to support their child's learning at home.
- At the end of each unit, student workbooks are sent home; spelling tests are sent home weekly for parent/guardian perusal and signature. Daily math work mats are sent home at the end of the marking period so that the parents have the opportunity to review their child's progress.
- Superkids, Lead21, and EnVision Math offer websites for parents and students that have additional activities and assistance in the skills covered in each unit.
- Progress reports after each unit are sent home to parents/guardians.
- Monthly math and literacy skill trainings provided to parents to instruct and build confidence in their ability to support their children's learning at home, allowing for a more cohesive educational experience for all students.

- Parents have the opportunity to complete a survey pertaining to workshops that they would like to see implemented, resulting in a menu of workshops they are able to select.
- Parents provide actionable feedback pertaining to training sessions, which is used to modify and adjust workshops to better meet the needs of the community.

**Budget and resources alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
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- OTPS money is used to provide consultants who are curriculum experts to assist our implementation of the programs in our classrooms. It is also used to provide staff development and additional training to ensure that all teachers are working to become highly effective.
- Money from the budget is used to select a CFN that has been proven to work closely with schools to support academic rigor and student achievement.
- There is also additional Title I money for highly qualified staff.

**Service and program coordination**

- The school-wide PBIS program called *Get An Adult Involved* is designed to prevent bullying and promote social awareness, and should reduce the rate of suspensions thereby increasing the amount of time students spend in class receiving quality instruction.
- Funds are used to hire a data specialist to support staff and administration in analysis of existing data and its relevance towards curriculum and instruction.
- Coaches and lead teachers participate in and provide teachers with support through classroom inter-visitation.
- Principal uses observations to identify trends across the building, determine institute topics and professional development opportunities, as well as identify teachers in need of additional mentoring and coach support.
- The after school and Saturday academic intervention programs will be provided to students to build necessary skills and application strategies needed in literacy.
- The *Out of School Time* after school program will be provided.
- Per-session funds are available for focus groups and planning time.
- Title I money is used to hire reading and math coaches and to provide staff development.
- Other tax levy money is used to reduce class sized and also to ensure that reading specialists are available to service students most in need.
- OTPS money is used to provide consultants who are curriculum experts to assist our implementation of the programs in our classrooms. It is also used to provide staff development and additional training to ensure that all teachers are working to become highly effective.
- Money from the budget is to select a CFN that has been proven to work closely with schools to support academic rigor and student achievement.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

| Type of Academic Intervention Services (AIS) | Description   |  |   |
|--|---|--|---|
|  | Type of program or strategy (e.g. repeated readings, interactive writing, etc.)   | Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.) | When the service is provided (e.g., during the school day, before or after school, etc.). |
| ELA  | <p><b><u>Super Kids Reading</u></b><br/>The Super Kids program provides that clear sequential path of instruction that leads to reading mastery while it simultaneously teaches students to write and spell.</p>  | Small Group Instruction  | During School   |
|  | <p><b>LEAD 21</b><br/><i>Transforming K-5 Literacy Instruction for 21st Century Classrooms</i></p> <p>Introducing Wright Group LEAD21™, the groundbreaking comprehensive K-5 core literacy program set to transform your reading instruction with:</p> <p>Differentiated Readers - The Next Generation in Leveled Texts<br/>This collection of engaging and innovative connected-text-sets provides an unprecedented range of</p> | Small Group Instruction  | During School   |

|  |   |                                |                      |
|--|---|--------------------------------|----------------------|
|  | <p>readability</p> <p>A Plan for Acceleration - Instruction, Texts, and Technologies to Move All Students Toward Proficiency and Beyond<br/>Instruction and resources come together to forge gap-closing learning trajectories for students at Intensive, Strategic, Benchmark, and Advanced Levels.</p> <p>Complete Print and Digital Parity<br/>Everything print is also accessible digitally. Students and teachers are engaged and supported by digital innovation throughout the program.</p> <p><b><u>Wilson Foundations</u></b><br/>Wilson Foundations for K-3 is a phonological/phonemic awareness, phonics and spelling program for the general education classroom. Foundations is based upon the Wilson Reading System® principles and serves as a prevention program to help reduce reading and spelling failure.</p> | <p>Small Group Instruction</p> | <p>Before School</p> |
|--|---|--------------------------------|----------------------|

|  |   |                         |               |
|--|---|-------------------------|---------------|
|  | <p><b><u>Leveled Literacy Intervention</u></b><br/> The Fountas &amp; Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary intervention program designed for young children who struggle with reading and writing.</p>  | Small Group Instruction | During School |
|  | <p><b><u>Voyager Passport</u></b><br/> Students learn word study, fluency, comprehension, vocabulary, writing, listening &amp; speaking skills with fun and adventure-based content. Technology helps you to utilize content-area connections, reteach procedures, and deliver corrective action. A Teacher's Resource Kit includes everything you need to accommodate diverse learners, including instructional support for English learners and flexible grouping strategies.</p> | Small Group Instruction | Before School |
|  | <p><b><u>Read Well</u></b><br/> This is a K–2 reading and language arts curriculum, will give even our most struggling youngsters the skills they need to become good</p>   | Small Group Instruction | After School  |

|  |   |   |   |
|--|---|---|---|
|  | <p>readers. This mastery-based curriculum is designed to deliver explicit and systematic instruction with a strategic blend of differentiated small group and whole class activities. The program covers the five essential components in reading: phonemic awareness, phonics, vocabulary, fluency, and reading comprehension.</p> <p><b>Showtime</b><br/>Is a skill and strategy building program for students in grades 3–8 that connects instruction to the Common Core State Standards. It also prepares students to demonstrate reading and math content knowledge on high-stakes assessments. It complements any reading or math program with 20 weeks of short targeted lessons developed using the Common Core State Standards.</p> <p><b>Ready New York CCLS Instruction</b><br/>Student Instruction and Practice</p> | <p>Small Group Instruction</p> <p>Small Group Instruction</p> | <p>After School</p> <p>After School</p> |
|--|---|---|---|





|               |  |  |  |
|---------------|--|--|--|
| Worker, etc.) |  |  |  |
|---------------|--|--|--|

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

Teachers are recruited at NYCDOE and College Career fairs as well s through student teaching programs.

Teachers are hired based on a rubric based panel interview approved by the union. During this time teachers are assessed on their understanding key goals related to the schools mission such as: curriculum, instruction, data, and differentiation.

The Principal's Advisory Committee meets monthly with grade-wide representatives to identify building issues and encourage school-wide satisfaction.

The Principal's Cabinet meets weekly to identify school-wide issues and strategies for supporting teachers to meet the needs of students.

Teachers are encouraged to participate in workshops and professional development provided by the school, district, and network in their specialty areas. These teachers are then provided with time to turnkey the knowledge they receive in the building to enhance teaching instruction and efficiency.

Teachers are provided with weekly grade level meetings with the academic coaches to collaborate and develop understanding of curriculum and instruction.

The P.S. 354 Institute provides professional development for all teachers based on trends across the building as evident from informal and formal classroom observations.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING**  
**THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP)**



Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### **SCHOOL-PARENT COMPACT**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

|   |                    |                       |                          |
|---|--------------------|-----------------------|--------------------------|
| Cluster Leader/Network Leader <b>Marlene D. Wilks</b> | District <b>28</b> | Borough <b>Queens</b> | School Number <b>354</b> |
| School Name <b>P.S.354</b>                            |                    |                       |                          |

### B. Language Allocation Policy Team Composition

|   |                                      |
|---|--------------------------------------|
| Principal <b>Jermaine Green</b>           | Assistant Principal <b>type here</b> |
| Coach <b>type here</b>                    | Coach <b>type here</b>               |
| ESL Teacher <b>Randi Garfinkel</b>        | Guidance Counselor <b>type here</b>  |
| Teacher/Subject Area <b>type here</b>     | Parent <b>type here</b>              |
| Teacher/Subject Area <b>type here</b>     | Parent Coordinator <b>type here</b>  |
| Related Service Provider <b>type here</b> | Other <b>type here</b>               |
| Network Leader <b>type here</b>           | Other <b>type here</b>               |

### C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

|  |          |  |          |  |          |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers   | <b>1</b> | Number of certified bilingual teachers   | <b>0</b> | Number of certified NLA/foreign language teachers              | <b>0</b> |
| Number of content area teachers with bilingual extensions                    | <b>0</b> | Number of special education teachers with bilingual extensions   | <b>0</b> | Number of teachers of ELLs without ESL/bilingual certification | <b>0</b> |
| Number of teachers who hold both a bilingual extension and ESL certification | <b>0</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>1</b> |  |          |

### D. School Demographics

|                                    |            |                      |          |   |              |
|------------------------------------|------------|----------------------|----------|---|--------------|
| Total number of students in school | <b>262</b> | Total Number of ELLs | <b>9</b> | ELLs as share of total student population (%) | <b>3.44%</b> |
|------------------------------------|------------|----------------------|----------|---|--------------|

## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Parents or guardians of students who are admitted into the school will be administered the Home Language Identification Survey by a trained and licensed pedagogue who is aware of the ELL In-Take Process, as long as the student is a first time registrant to New York City schools. The Home Language Identification Survey is available in fifteen different languages in order to accommodate parents' needs. Translators are also available on site. The answers are analyzed by the ESL teacher. An informal interview conducted in English takes place between the ESL teacher and student, and at times with the parents. Eligible students are then administered the Language Assessment Battery Revised (LAB-R) and, if need be, the Spanish LAB-R for Spanish speaking students. Those falling below the cut scores will be serviced by the ESL teacher. Their score will determine whether their proficiency is at a beginner or intermediate level. These procedures are administered within the first ten days of the student registering, and all materials are submitted by the appropriate deadline.

Entitlement letters are sent home to all students who are eligible to receive services based on the results of the LAB-R. Also at this time, the ATS report RLAT is examined by the ESL teacher to better understand the needs of students who are already enrolled in the Freestanding ESL program at the school. Continuation letters are sent home to those students whose NYSESLAT scores show that they are not yet proficient in English. All letters are sent in the parents' preferred language, according to the HLIS. Copies of all letters are kept in a locked filing cabinet. The RLAT is still further examined by the ESL teacher, focusing on the four components of listening, speaking, reading, and writing in order to better gear instruction for each child's needs.

With the entitlement and continuation letters, another letter is sent home requesting a conference between the ESL teacher and the parent. This letter, once again, is sent in the parents' preferred language and a copy is kept on file. When the ESL teacher meets with the parent, a thorough description of the Transitional Bilingual Education, Dual Language, and Freestanding ESL programs is outlined. The Parent Orientation Video from the Department of Education website is shown, and parents are offered brochures and FAQ sheets in their preferred language. The video describes each program in great detail and explains that the goal is for all students to fully acquire the English language within three years. If the need arises, a translator is hired to inform parents about the program choices. At this conference, the Parent Survey and Program Selection form is completed and returned to the ESL teacher. If the parent prefers, it is taken home to be returned the next day. Once collected, the Parent Survey and Program Selection forms are kept in a locked filing cabinet. If the parent is unable to attend the meeting, the ESL teacher follows up with phone calls in order to select a time that is more accommodating.

Identified ELLs are placed in an ESL program according to their proficiency levels. A placement letter is printed from the Department of Education website, in the parents' preferred languages, and sent home with each student. The students' placement is determined based on the Parent Survey and Program Selection form, as well as availability. Each of the students will be required to receive the NYSESLAT annually, until scores show that they are proficient in the areas of listening, speaking, reading, and writing.

After a careful review of the Parent Survey and Program Selection forms from this year and previous years, it was concluded that 78% of parents chose ESL as their program choice. The remaining 22% chose to keep their children in the Freestanding ESL program until the numbers allow for a Transitional Bilingual Education Program to be opened at P.S.354. Since the number of requests for a Transitional Bilingual Education Program is insufficient according to the above fact, a freestanding ESL program is the only program of the three offered at P.S.354. Once the numbers show that the parents of a minimum of fifteen students prefer a Transitional

Bilingual Education Program in the same language, a program will be opened. At that time, the parents' will be informed that they have the right to choose that program. This data is based on the nine ELLs currently at P.S.354, all of whom are newcomers between the grades of kindergarten and second grade. Data will continue to be updated in future years of the school.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

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

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

| ELL Program Breakdown   |   |   |   |   |   |   |   |   |   |   |    |    |    |         |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|---------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| <b>Transitional Bilingual Education</b><br><small>(60%:40% → 50%:50% → 75%:25%)</small> |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Dual Language</b><br><small>(50%:50%)</small>  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Freestanding ESL</b>   |   |   |   |   |   |   |   |   |   |   |    |    |    |         |
| <b>Self-Contained</b>   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Push-In</b>  | 1 | 1 | 1 |   |   |   |   |   |   |   |    |    |    | 3       |
| <b>Total</b>  | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 3       |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |   |  |   |                               |   |
|-----------------------------|---|--|---|-------------------------------|---|
| All ELLs                    | 9 | Newcomers (ELLs receiving service 0-3 years) | 9 | Special Education             | 0 |
| SIFE                        | 0 | ELLs receiving service 4-6 years             | 0 | Long-Term (completed 6 years) | 0 |

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

|     | ELLs by Subgroups |      |                   |                  |      |                   |                                    |      |                   | Total |
|-----|-------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
|     | ELLs (0-3 years)  |      |                   | ELLs (4-6 years) |      |                   | Long-Term ELLs (completed 6 years) |      |                   |       |
|     | All               | SIFE | Special Education | All              | SIFE | Special Education | All                                | SIFE | Special Education |       |
| TBE | 0                 | 0    | 0                 | 0                | 0    | 0                 | 0                                  | 0    | 0                 | 0     |

| ELLs by Subgroups |                  |      |                   |                  |      |                   |                                    |      |                   |       |
|-------------------|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
|                   | ELLs (0-3 years) |      |                   | ELLs (4-6 years) |      |                   | Long-Term ELLs (completed 6 years) |      |                   | Total |
|                   | All              | SIFE | Special Education | All              | SIFE | Special Education | All                                | SIFE | Special Education |       |
| Dual Language     | 0                | 0    | 0                 | 0                | 0    | 0                 | 0                                  | 0    | 0                 | 0     |
| ESL               | 9                | 0    | 0                 | 0                | 0    | 0                 | 0                                  | 0    | 0                 | 9     |
| Total             | 9                | 0    | 0                 | 0                | 0    | 0                 | 0                                  | 0    | 0                 | 9     |

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education               |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|  | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL    |
| Spanish  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Chinese  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Russian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Bengali  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Urdu   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Arabic   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Haitian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| French   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Korean   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian                                       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Yiddish  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

| Dual Language (ELLs/EPs)                       |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| K-8  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| Number of ELLs by Grade in Each Language Group |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|  | K        |          | 1        |          | 2        |          | 3        |          | 4        |          | 5        |          | 6        |          | 7        |          | 8        |          | TOTAL    |          |
|  | EL       | EP       |
| Spanish  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Chinese  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Russian  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Korean   |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Haitian  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| French   |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Other  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

**Dual Language (ELLs/EPs)  
9-12**

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

|              | 9        |          | 10       |          | 11       |          | 12       |          | TOTAL    |          |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|              | ELL      | EP       |
| Spanish      |          |          |          |          |          |          |          |          | 0        | 0        |
| Chinese      |          |          |          |          |          |          |          |          | 0        | 0        |
| Russian      |          |          |          |          |          |          |          |          | 0        | 0        |
| Korean       |          |          |          |          |          |          |          |          | 0        | 0        |
| Haitian      |          |          |          |          |          |          |          |          | 0        | 0        |
| French       |          |          |          |          |          |          |          |          | 0        | 0        |
| Other        |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

|              | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL    |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Spanish      | 2        | 1        |          |          |          |          |          |          |          |          |          |          |          | 3        |
| Chinese      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Russian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Bengali      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Urdu         |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Arabic       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Haitian      | 2        | 1        | 1        |          |          |          |          |          |          |          |          |          |          | 4        |
| French       | 1        |          |          |          |          |          |          |          |          |          |          |          |          | 1        |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other        | 1        |          |          |          |          |          |          |          |          |          |          |          |          | 1        |
| <b>TOTAL</b> | <b>6</b> | <b>2</b> | <b>1</b> | <b>0</b> | <b>9</b> |

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

The ESL program is a push-in model. The students are grouped by grade and have mixed proficiency levels. Beginner and intermediate ESL students are serviced for two periods daily during the Literacy block, a period of 90 minutes. Advanced students would receive services for one period daily during the Literacy block, a period of 45 minutes. The teacher targets literacy instruction according to their LAB-R and NYSESLAT scores. The administration and ESL teacher review the daily schedule to ensure all beginner and intermediate students are serviced for 360 minutes weekly and that advanced students are serviced for 180 minutes weekly.

The ESL teacher supports each ELL in the content area in which she is team teaching. The following strategies are for helping ELL students with content area learning. All activities are done entirely in English since a Freestanding ESL program is the only program currently used at P.S.354.

- Fronting vocabulary accompanied by pictures before a unit or book
- Writing key words or phrases on the board
- Pre-listening activity that explains the purpose for the listening activity
- Drawing on students' background knowledge of the topic
- Going on a story walk through a book
- Pointing to various objects and characters throughout picture books
- The use of repetitions and chants
- Acting out scenes from a book connecting to the content area

All of these instructional strategies are done using a grade appropriate text. Materials used are the same materials used by the rest of the students, regardless of whether or not they are ELLs. No materials are simplified.

The administration and ESL teacher differentiate instruction for each ELL subgroup. SIFE students that enter the school will be assessed with the LAB-R, so long as the student is a new registrant to New York City schools. Upon completion, these students will be placed in a group of their specific proficiency level. The academic instruction plan for SIFE students includes teaching English language skills utilizing easy to read literature, which contains an array of illustrations, which are appropriate for their particular age group. Picture dictionaries, along with books written in their native language, will provide additional support as well. In addition, SIFE students will be placed in an environment which utilizes alternative assessments, such as using illustrations to depict picture to word associations.

Newcomers are placed into groups based on their grade level. Due to the fact that NCLB requires ELA testing for ELLs after one year, newcomers will remain with their assigned grade in order to learn alongside their peers and prepare for their exam. The ESL teacher pushes into the classroom of these students in order to provide support using ESL strategies. Classroom lessons are sometimes conducted by the ESL teacher in order to universally design the lesson for all students. Small groups are also formed in order to target the students' specific needs. Color coded charts and lists, picture supported vocabulary, and discussion of questions in order to better

## A. Programming and Scheduling Information

understand the task are strategies used to support beginners.

Regarding students receiving extended instruction and long term ELLs, the ESL teacher has designed a specific instructional curriculum. This plan utilizes a direct instructional approach that emphasizes vocabulary, language development, explicit instruction, and the direct teaching of concepts. The ESL teacher will focus on vocabulary and language development, guided interaction and teaching meaning-based context by modeling and by the use of graphic organizers.

ELLs who have been identified as having special needs will follow in the same way, taking into consideration whether they are a newcomer or have been in the program. The ESL teacher and Special Education teacher will collaborate to determine which strategies would be most beneficial in order to target the student's needs based on his/her IEP.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

| Class/Content Area   | Language(s) of Instruction |  | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts |                            |  |                    |                            |
| Social Studies:      |                            |  |                    |                            |
| Math:                |                            |  |                    |                            |
| Science:             |                            |  |                    |                            |
|                      |                            |  |                    |                            |
|                      |                            |  |                    |                            |
|                      |                            |  |                    |                            |
|                      |                            |  |                    |                            |

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

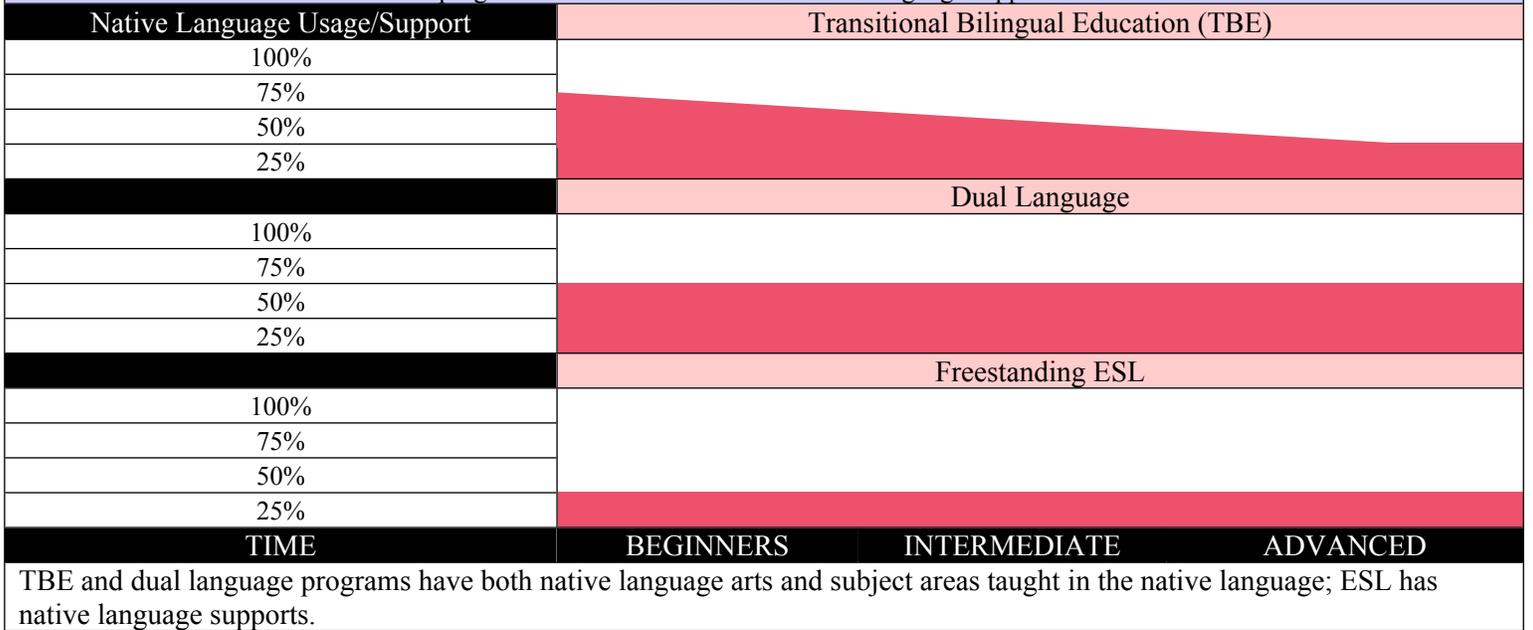
|   | Beginning             | Intermediate          | Advanced             |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week  | 360 minutes per week  | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                       |                       | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts              | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day   |

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

|   | Beginning            | Intermediate         | Advanced             |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                      |                      | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts              | 45 minutes per day   | 45 minutes per day   | 45 minutes per day   |

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



### B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

All classes offered are conducted in English. Cooperative learning within the reading and writing program is designed to help children in all grades transition from their native language to English. The ESL teacher will also facilitate learning by providing specific, amplified instructional strategies to aid in the students' language growth. There are scaffolding techniques that are used for academic instruction, including templates.

Within each content area, ESL strategies are implemented. Vocabulary frontloading, Walqui's Six Scaffolds, instructional conversations and word walls help support subjects such as Social Studies and Science. A close examination of fictional and non-fictional texts, as well as poetry, is done in Social Studies and Science in order to teach content through literature. Vocabulary and sentence structure is taught through the content as well in order to accommodate both ELLs and native speakers of English. Materials in the native language provide additional support in regards to content vocabulary as well as the subject matter itself. Math lessons include hands-on activities with manipulatives, as well as math related texts to connect the content with literacy. Early phonics readers, big book readers, sight word readers, vocabulary cards, graphic organizers, and computer language learning activities are used to support ELLs. Photo tiles are also a teaching tool that can enhance beginning language learning activities.

Additional support is provided to students who have already reached proficiency according to the NYSESLAT. Continued support will be in the form of collaborating with the classroom teacher and providing additional services after school. These students also continue to receive testing modifications, including extended time.

Through the push-in model, small group instruction is provided through the day for ELL students. Students in all grades who need basic phonics and language development are currently using research based programs such as Superkids Reading, Foundations and Wilson Language Basics with our Literacy specialist. Additional services are provided before, during, and after school. The after school program for ELLs will be on Tuesdays, Wednesdays, and Thursdays from 3:00pm to 5:00pm. The purpose of the ESL supplemental program is to advance the proficiency of all ELLs through content based literacy instruction. The program will be an extension of what the ESL and classroom teacher work on during the day. Students will receive additional support in reading and writing. All support services and resources correspond to the ELLs ages and grade levels. Small group instruction is provided for ELLs using manipulatives for hands on instruction. Games are used to reinforce skills and support retention. Dialogue is used to communicate mathematic methods, purpose, and reasoning. Visual aids are incorporated throughout instruction. All ELLs are given equal access to these programs and activities.

The school dance show is both a curricular and extracurricular event. ELLs invited to participate in this program as well, just like other student in the school.

There are native language reading books that are available in the ESL classroom, the school library, and mainstream classrooms. Students have access to these books throughout the day. Picture dictionaries are also available to each student in order to receive additional support for vocabulary. The use of technology also adds to support learning in the ESL classroom. An overhead projector allows a text to be examined by the whole class. A computer in the classroom also allows for videos, sound clips, and pictures to be presented.

All materials used are appropriate for the age and proficiency level of each child. All reading materials used are the same reading materials set out for the grade's curriculum. Additional strategies, including support and time, are used with these materials in order to best accommodate each student.

Newly enrolled ELLs are given pamphlets that describe the upcoming activities in school, and outline some fun activities that correspond to English language learning through content areas.

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

#### **D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

There are periodic professional development sessions, hosted by the Department of Education, specifically Network 209, which the ESL teacher attends along with the Special Education teacher and subject area teachers for Literacy and Math. These professional development sessions discuss several instructional strategies to be used within the ESL classroom and provide the guidelines so that the school remains in compliance with ESL regulations. Other professional development sessions focus on learning the English language through content areas and planning lessons based on the Common Core State Standards. During these workshops, an agenda and attendance sheet is used to keep track of the Jose P. mandated minutes of professional development.

After attending these workshops, the attendees then turnkey the information at professional development sessions within the school. Weekly, common branch teachers, subject area teachers, paraprofessionals, guidance counselors, and speech therapists meet to learn and discuss the information presented at the DOE workshops. At these times, staff members will also be trained to read reports regarding a child's NYSESLAT in order to differentiate instruction, gearing it towards their needs. Staff members will also be trained in the use of assessment tools such as Acuity and will be able to access current information at any time to gauge the academic progress of ELL students. During these workshops as well, an agenda and attendance sheet is used to keep track of the Jose P. mandated minutes of professional development. The workshops are during a forty-five minute period, every Thursday.

There will be ongoing weekly meetings with the ESL teacher and classroom teachers to ensure curriculum alignment. With the team teaching model, ESL teacher and classroom teacher will be working together to universally design the lesson to cater to all children's needs.

Currently, P.S.354 consists of kindergarten, first grade, and second grade. The classroom teacher, ESL teacher, Special Education teacher, and guidance counselor all work together to ensure that all students, including ELLs, are transitioning comfortably into the school routine and between grades. Once students reach fifth grade, professional development will be provided to staff to ensure a smooth transition for all students into middle school. The teachers work with the parent coordinator and the families in order to assist ELLs as they transition from one level to another.

#### **E. Parental Involvement**

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Each year, P.S.354 has ongoing Parent Orientation sessions for the newly enrolled ELLs. The ESL teacher presents the sessions at the beginning of the year. This meeting provides parents with the information to make informed decisions as to their child's placement in an ELL program. A video and handouts are available in fifteen different languages, in order to accommodate to the parents' needs. Also, at these meetings we encourage parents/guardians of ELLs to participate in school leadership teams, school activities, join the PA, serve as learning leaders in the school and attend parent/teacher conferences. The Parent Coordinator and ESL teacher are involved with the parents of ELLs by providing support in order for parents to help their children with the school's curriculum. In addition, the Parent Coordinator is readily available to meet with parents on a personal basis. Parental involvement and input is an integral facet of maintaining a positive home-school relationship. Parent choices are reviewed on a periodic, ongoing basis, in order to provide them with options regarding their children's education and their choices will be respected. Throughout the year, the ESL teacher will maintain a teacher-parent relationship, keep the parent/guardian abreast of what is occurring in school via phone call or letter in the parent's preferred language.

Upon the request of the parents on the Home Language Identification Survey, translated documents will be sent home in the preferred language. Parents will receive school letters, promotion in doubt forms, class placement forms, and student progress reports in the preferred home language. Written translation services in Spanish will be conducted in-house by members of the school staff. Written translation services in Haitian Creole will be provided by A1 Translation Services, an outside vendor. The administration of P.S. 354 is looking for a way to make communication with speakers of Haitian Creole more easily accessible on a daily basis.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B)   | 2 | 1 | 1 |   |   |   |   |   |   |   |    |    |    | 4     |
| Intermediate(I)   | 4 | 1 |   |   |   |   |   |   |   |   |    |    |    | 5     |
| Advanced (A)  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Total   | 6 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 9     |

| NYSESLAT Modality Analysis |                   |   |   |   |   |   |   |   |   |   |   |    |    |    |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate         | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING        | B                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                            | I                 |   | 1 |   |   |   |   |   |   |   |   |    |    |    |
|                            | A                 |   |   | 1 |   |   |   |   |   |   |   |    |    |    |
|                            | P                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
| READING/ WRITING           | B                 |   | 1 | 1 |   |   |   |   |   |   |   |    |    |    |
|                            | I                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                            | A                 |   |   |   |   |   |   |   |   |   |   |    |    |    |

**NYSESLAT Modality Analysis**

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
|                    | <b>P</b>          |   |   |   |   |   |   |   |   |   |   |    |    |    |

**NYS ELA**

| Grade                  | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|------------------------|---------|---------|---------|---------|-------|
| 3                      |         |         |         |         | 0     |
| 4                      |         |         |         |         | 0     |
| 5                      |         |         |         |         | 0     |
| 6                      |         |         |         |         | 0     |
| 7                      |         |         |         |         | 0     |
| 8                      |         |         |         |         | 0     |
| NYSAA Bilingual Spe Ed |         |         |         |         | 0     |

**NYS Math**

| Grade                  | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 3                      |         |    |         |    |         |    |         |    | 0     |
| 4                      |         |    |         |    |         |    |         |    | 0     |
| 5                      |         |    |         |    |         |    |         |    | 0     |
| 6                      |         |    |         |    |         |    |         |    | 0     |
| 7                      |         |    |         |    |         |    |         |    | 0     |
| 8                      |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual Spe Ed |         |    |         |    |         |    |         |    | 0     |

**NYS Science**

|                        | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 4                      |         |    |         |    |         |    |         |    | 0     |
| 8                      |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual Spe Ed |         |    |         |    |         |    |         |    | 0     |

**New York State Regents Exam**

|                        | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                        | English                    | Native Language | English                     | Native Language |
| Comprehensive English  |                            |                 |                             |                 |
| Integrated Algebra     |                            |                 |                             |                 |
| Geometry               |                            |                 |                             |                 |
| Algebra 2/Trigonometry |                            |                 |                             |                 |
| Math                   |                            |                 |                             |                 |

**New York State Regents Exam**

|                              | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                              | English                    | Native Language | English                     | Native Language |
| Biology                      |                            |                 |                             |                 |
| Chemistry                    |                            |                 |                             |                 |
| Earth Science                |                            |                 |                             |                 |
| Living Environment           |                            |                 |                             |                 |
| Physics                      |                            |                 |                             |                 |
| Global History and Geography |                            |                 |                             |                 |
| US History and Government    |                            |                 |                             |                 |
| Foreign Language             |                            |                 |                             |                 |
| Other                        |                            |                 |                             |                 |
| Other                        |                            |                 |                             |                 |
| NYSAA ELA                    |                            |                 |                             |                 |
| NYSAA Mathematics            |                            |                 |                             |                 |
| NYSAA Social Studies         |                            |                 |                             |                 |
| NYSAA Science                |                            |                 |                             |                 |

**Native Language Tests**

|                            | # of ELLs scoring at each quartile<br>(based on percentiles) |                  |                  |                  | # of EPs (dual lang only) scoring at each quartile<br>(based on percentiles) |                  |                  |                  |
|----------------------------|--|------------------|------------------|------------------|--|------------------|------------------|------------------|
|                            | Q1   | Q2               | Q3               | Q4               | Q1   | Q2               | Q3               | Q4               |
|                            | 1-25 percentile  | 26-50 percentile | 51-75 percentile | 76-99 percentile | 1-25 percentile  | 26-50 percentile | 51-75 percentile | 76-99 percentile |
| ELE (Spanish Reading Test) |  |                  |                  |                  |  |                  |                  |                  |
| Chinese Reading Test       |  |                  |                  |                  |  |                  |                  |                  |

**B. After reviewing and analyzing the assessment data, answer the following**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Each ELL, along with the rest of the student body, is assessed at the beginning of each year using the Teacher's College Running Record Assessment. These running records are conducted every other month, beginning in September, in order to determine each student's literacy strengths and weaknesses. Instruction is differentiated in order to cater to the students' needs. According to the results of the running record assessment, 100% of students, both ELLs and native speakers of English, were below grade level in September. With this information, the Superkids Reading program was chosen by the administration to assist students with the early literacy skills of phonics,

phonemic awareness, vocabulary, fluency, and comprehension.

After examining the LAB-R assessment, the results show that of the seven students assessed, two are beginners and five are at an intermediate level. The data also shows that the modality in which all students struggled with most is reading. This trend is shown when examining the NYSESLAT as well.

By examining the NYSESLAT results, it is clear to see that both students are stronger in their listening/speaking skills rather than their reading/writing skills. Lessons are designed for students to use the skills in which they are strong in order to help develop the skills in which they struggle. The ESL teacher focuses on what each child is working on to improve.

Continued analysis of data will occur once newcomers begin to take assessments as well.

As for periodic assessments throughout the school year, all ELLs, across the three grades, are working on improving in the areas of the four modalities. Data shows that students at a beginning level are advancing more slowly in the areas of reading and writing since they are still working on developing their phonemic awareness. Students at an intermediate proficiency level are becoming stronger in the areas of reading and writing.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** P.S.354

**School DBN:** 28Q354

Signatures of LAP team members certify that the information provided is accurate.

| Name (PRINT)    | Title                | Signature | Date (mm/dd/yy) |
|-----------------|----------------------|-----------|-----------------|
| Jermaine Green  | Principal            |           | 11/30/11        |
|                 | Assistant Principal  |           | 1/1/01          |
|                 | Parent Coordinator   |           | 1/1/01          |
| Randi Garfinkel | ESL Teacher          |           | 11/30/11        |
|                 | Parent               |           | 1/1/01          |
|                 | Teacher/Subject Area |           | 1/1/01          |
|                 | Teacher/Subject Area |           | 1/1/01          |
|                 | Coach                |           | 1/1/01          |
|                 | Coach                |           | 1/1/01          |
|                 | Guidance Counselor   |           | 1/1/01          |

**School Name: P.S.354**

**School DBN: 28Q354**

Signatures of LAP team members certify that the information provided is accurate.

| Name (PRINT) | Title          | Signature | Date (mm/dd/yy) |
|--------------|----------------|-----------|-----------------|
|              | Network Leader |           | 1/1/01          |
|              | Other          |           | 1/1/01          |

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **28Q354** School Name: **P.S. 354**

Cluster: **CFN** Network: **209**

**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**

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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.

By reviewing the Home Language Identification Survey and discussing meetings conducted by classroom teachers with parents, P.S.354 is able to assess the school's written translation and oral interpretation needs. According to these assessments, it is evident that translators and interpreters are necessary to accommodate the needs of 67% of parents of ELLs in both Spanish and Haitian Creole. This data is used to ensure parents receive the appropriate information in their preferred language.

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.

According to the HLIS forms completed by parents upon registration, 67% of parents of ELLs prefer to receive written documents from the school in a language other than English. Of the 67% of those parents, 50% prefer to use a language other than English to communicate orally with staff and teachers. Less than 1% of parents of students that are not ELLs prefer to communicate with the school in a language other than English. The languages of preference of these parents are Spanish and Haitian Creole. This data, along with suggestions by the classroom teachers based on communication with parents, provides P.S.354 with the knowledge to then accommodate all parents.

These findings are discussed at monthly grade meetings in order to work with staff on how to best communicate with parents. These findings are also shared at P.T.A. meetings, so that the community can be made aware of the actions teachers and administrators are taking in order to best meet the needs of all parents.

## Part B: Strategies and Activities

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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.

Upon the request of the parents on the Home Language Identification Survey, translated documents will be sent home in the preferred language. Parents will receive school letters, promotion in doubt forms, class placement forms, and student progress reports in the preferred home language. Written translation services in Spanish will be conducted in-house by members of the school staff. Written translation services in Haitian Creole will be provided by A1 Translation Services, an outside vendor. The administration of P.S. 354 is looking for a way to make communication with speakers of Haitian Creole more easily accessible on a daily basis.

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.

Based on the HLIS, translators are needed in order to communicate orally with parents in both Spanish and Haitian Creole. Oral translation services are necessary for parent orientation meetings, parent teacher conferences, one-on-one meetings between the teacher and parent, phone calls, and P.T.A meetings, as well as all additional school functions and workshops. Oral translation services in Spanish will be conducted in-house by members of the school staff. Oral translation services in Haitian Creole will be provided by A1 Translation Services, an outside vendor. The administration of P.S.354 is looking for a way to make communication with speakers of Haitian Creole more easily accessible on a daily basis.

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>.

In accordance with the Chancellor's Regulations A-663, parents will be informed of their right to receive written and oral translation services at the Parent Orientation Meeting conducted by the ESL teacher and at the monthly P.T.A. meetings. Parents will receive this information via letters sent home with students as well. These letters will be written in the preferred language of the parent, according to the Home Language Identification Survey. In addition, parents will receive translated notices regarding curriculum, extra-curricular activities, safety procedures, and school events. To further meet the needs of parents, translators and interpreters will be provided in order to ensure healthy communication between the school and the home.