



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 354: THE STEM INSTITUTE OF QUEENS
DBN (i.e. 01M001): 28Q354
Principal: JERMAINE L. GREEN
Principal Email: JGREEN6@SCHOOLS.NYC.GOV
Superintendent: DR. BEVERLY FFOLKES-BRYANT
Network Leader: MARLENE WILKES

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
JERMAINE L. GREEN	*Principal or Designee	
NICOLE DUNNE	*UFT Chapter Leader or Designee	
ALBERETTA RODRIGUEZ	*PA/PTA President or Designated Co-President	
WILLIAM ROCHFORD	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
AMY COYLE	Member/ Teacher	
MALLORY KORENBERG	Member/ Teacher	
HEATHER FORDE	Member/ Parent Member	
Stephanie Jackson	Member/ Parent Member	
Jennifer Krauss	Member/ Teacher	
Alicia Washington	Member/ Parent Member	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

	Indicate using an "X" in the box to the left of each section that the section has been completed
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, fifty percent of students with special needs in kindergarten through fourth grade will increase their reading proficiency by three levels, as evidenced by data collected from the Teachers College Running Records assessments. By June 2014, twenty-five percent of third and fourth grade students with special needs will be performing at a level three or four as measured by the Teachers College Running Records assessments.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on Teachers College Reading and Writing Project running record assessments conducted in September 2013, we determined that the following percentages of students with special needs were reading below grade level:

	% Below Grade Level
Kindergarten	0%
Grade 1	38.54%
Grade 2	75.56%
Grade 3	39.53%
Grade 4	50.75%

Based on the third grade 2013 NYS Common Core ELA examination, the following percentages of special needs students were below level:

	Level 1	Level 2
Current Grade 3	100%	0%
Current Grade 4	64%	27%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Based on the Teachers College Reading and Writing Project assessments, as well as assessments for *Superkids*, *Foundations*, and *Wonders* (as applicable), teacher teams focus on reviewing and interpreting data for the purpose of improving student achievement. As a result, students are placed into differentiated groups for small group instruction and guided reading. Students are given tiered tasks and differentiated texts that meet them at their entry point while allowing them to still meet the standard.
2. Students engage in meaningful dialogue during all aspects of each lesson. Students are provided with discussion prompts and conversation rubrics. Students are organized into groups that allow for discussion based on differentiated, group-appropriate tasks. Each group member is assigned a role to help facilitate conversation and teamwork. Higher level questioning and thinking is modeled throughout the lesson.
3. Teachers and students apply checklists and task-specific rubrics to assess student performance.
4. Authentic checks for understanding will be conducted throughout the lessons to facilitate the gradual release of responsibility method of instruction.
5. Students in kindergarten through second grade use the Rowland Reading Foundation's innovative, research-based, comprehensive core reading program called *Superkids*. Third and fourth grade students use the McGraw-Hill Reading *Wonders* program. Modifications have been made to all programs to allow for guided reading and differentiated activities. In addition, Wilson's *Foundations* phonics program is utilized during extended morning sessions.
6. Teachers receive regular professional development, as well as formal and informal observations.

B. Key personnel and other resources used to implement each strategy/activity

1. The data specialist provides the teachers with updated data regarding the students' reading levels. Teachers submit assessment 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. Teachers use this data to reflect, strategize, and structure groups within the class in order to best meet the needs of each student, with a focus on special needs students. Academic intervention teachers push into classrooms to reduce student to teacher ratios to no more than 16:1. Related service providers pull students out to provide services in literacy, speech therapy, occupational therapy, physical therapy, and English as a second language. Teachers work together during common preparation periods to create curriculum maps, lessons, and activities. During this time, the literacy and writing coach, as well as the IEP team, also provide teachers with additional support in organizing and crafting lessons. <http://superkidsreading.org>; <http://connected.mcgraw-hill.com>; <http://readingandwritingproject.com/resources/assessments>
2. Teachers provide students with DOK wheels, discussion prompts, and meaningful conversation rubrics. Coaches work with teacher teams to discuss ways of infusing higher-level questioning and discussion techniques into daily lessons.
3. Teachers and coaches work together to create lessons, checklists, and rubrics that allow students to self-assess.
4. Teachers and coaches work together to create authentic checks for understanding for each lesson. The principal provides strategies to teachers as well via a weekly newsletter to teachers and through post-observation feedback. Teachers use a variety of methods to check for understanding, including the Promethean ActivBoard. <http://engageNY.org>
5. Teachers, along with literacy and writing coaches, meet regularly to discuss and create curriculum maps, lessons, and activities. Outside coaching from Rowland Reading and McGraw-Hill is also available.
6. The principal and assistant principal conduct formal and informal observations, as well as coordinate teacher-to-teacher classroom inter-visitations and provide post-observation feedback. TeachBoost is used to record informal observations and allow teachers, instructional leaders, and administration to communicate about different strategies to improve instruction. Both administrators and instructional leaders facilitate PS 354 Institutes focused on specific components of the Danielson Framework for Teaching in order to enhance teacher performance and the implementation of core curriculum. Coaches and mentors conduct regularly scheduled classroom visits and follow-up meetings with teachers to discuss and develop curriculum, reflect on lessons, and devise strategies for future units. Literacy, writing, Rowland Reading Foundation, and McGraw-Hill coaches lead summer and weekly in-service professional development, as well as model lessons.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. TCRWP independent reading level benchmarks; conference notes; skill pre- and post-tests; unit and benchmark assessments
2. Rubric for meaningful discussion; student observation; conference notes; student-to-student evaluation with glow/grow comments when working in groups
3. Task-specific, rubric-based glow/grow comments provided by both students and teachers
4. Observation of students' use of various kinesthetic signals, whiteboard responses, post-its, turn-and-talks, and Promethean ActivBoard flipcharts allow for immediate assessment of students' grasp of lesson concepts.
5. TCRWP independent reading level benchmarks; conference notes; skill pre- and post-tests; unit and benchmark assessments
6. Post-institute reflection sheets filled out by teachers; improvements across all observed components

D. Timeline for implementation and completion including start and end dates

1. TCRWP assessments are given five times yearly: September, November, January, March, and June. *Superkids* and *Wonders* assessments occur regularly. There are weekly pre- and post-skill tests, as well as unit assessments every four weeks, and benchmark assessments every eight weeks.
2. Meaningful dialogue and group discussions have been occurring since the beginning of school and are expected daily during each and every lesson through the end of the school year.
3. Checklists and rubrics for self-assessment are used across all projects continuously throughout the year.
4. Authentic checks for understanding are conducted multiple times during daily lessons throughout the year.
5. The *Superkids* Reading program was implemented for kindergarten through grade 2 students beginning in September 2013 for a 90-minute period of reading, and a 45-minute period of writing five times per week. The *Wonders* program was implemented every day to students in third and fourth grade beginning in September 2013 for a 90-minute period, five times per week. Use of the *Foundations* program began in September every Monday, Tuesday, and Wednesday during the extended morning period for 37.5 minutes.
6. Observations commenced in September and will continue throughout the year. The PS 354 Institute is held weekly, beginning with the first Thursday in September, and will continue through June. Coaches hold meetings bi-monthly.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Modified *Superkids* curriculum to include a guided reading block. Modified *Superkids* and *Wonders* assessments and testing cycle to include pre- and post-skill assessments. Implemented gradual release model across all aspects of literacy instruction. Students are placed into differentiated groups for small group instruction and guided reading. Students are given tiered tasks and differentiated texts. 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. Per-session funding will be available for focus groups and planning time. Title I money will be used

to hire reading coaches 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. 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* program is provided. 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.

2. Students engage in meaningful dialogue during all aspects of each lesson. Students are provided with discussion prompts and conversation rubrics. Students are organized into groups that allow for discussion based on differentiated, group-appropriate tasks. Each group member is assigned a role to help facilitate conversation and teamwork. Higher level questioning and thinking is modeled throughout the lesson, with authentic checks for understanding embedded throughout providing opportunities for turn-and-talks amongst partners and/or groups. Title I money will be used to hire reading coaches and to provide staff development. Coaches and lead teachers will provide teachers with support through classroom inter-visitation. The after school and Saturday academic intervention programs will be provided to students to build necessary skills and application strategies needed in literacy.
3. Teachers and students apply checklists and task-specific rubrics to assess student performance. Checklists are introduced at the beginning of a skill, and provided to all groups and individual students as needed for easy reference. Title I money will be used to hire reading coaches and to provide staff development. Coaches and lead teachers will provide teachers with support through classroom inter-visitation. The after school and Saturday academic intervention programs will be provided to students to build necessary skills and application strategies needed in literacy.
4. Authentic checks for understanding will be conducted throughout the lessons to facilitate the gradual release of responsibility method of instruction. Observation of students' use of various kinesthetic signals, whiteboard responses, post-its, turn-and-talks, and Promethean ActivBoard flipcharts allow for immediate assessment of students' grasp of lesson concepts. Title I money will be used to hire reading coaches and to provide staff development. Coaches and lead teachers will provide teachers with support through classroom inter-visitation. The after school and Saturday academic intervention programs will be provided to students to build necessary skills and application strategies needed in literacy.
5. Modifications have been made to all literacy programs to allow for guided reading and differentiated activities. Wilson's *Foundations* phonics program is utilized during extended morning sessions. Students use Internet resources in and out of the classroom to supplement instruction. The after school and Saturday academic intervention programs will be provided to students to build necessary skills and application strategies needed in literacy. 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. Title I money will be used to hire reading coaches 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.
6. The principal and assistant principal conduct formal and informal observations, as well as coordinate teacher-to-teacher classroom inter-visitations and provide post-observation feedback 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. TeachBoost is used to record informal observations and allow teachers, instructional leaders, and administration to communicate about different strategies to improve instruction. Both administrators and instructional leaders facilitate PS 354 Institutes focused on specific components of the Danielson Framework for Teaching in order to enhance teacher performance and the implementation of core curriculum. Coaches and mentors conduct regularly scheduled classroom visits and follow-up meetings with teachers to discuss and develop curriculum, reflect on lessons, and devise strategies for future units. Literacy, writing, Rowland Reading Foundation, and McGraw-Hill coaches lead summer and weekly in-service professional development (as applicable), as well as model lessons. Coaches and lead teachers will provide teachers with support through classroom inter-visitation. Title I money will be used to hire reading coaches and to provide staff development. 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.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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.
- Running records summaries are sent home at the end of the assessment cycle so that the parents have the opportunity to review their children's progress.
- *Superkids* and *Wonders* offer a website for parents and students with additional activities and assistance in the skills covered in each unit.
- The PS 354 website and monthly parent newsletter contain valuable resources, including videos, articles, and strategies to support at-home involvement.
- <http://www.pebblego.com> offers a variety of non-fiction reading materials suitable for K-2 students with games, videos, and audio of each text available, to make reading at home with parents an enjoyable, interactive experience.

- Progress reports after each unit are sent home to parents/guardians.
- Monthly 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 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

- 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 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.
- STEM Grant money will be used to provide student access to technology and engineering programs; science, math, and technology labs; and improve teacher capacity through professional development workshop opportunities. Through these programs students will develop the skills to effectively communicate, collaborate, think critically, and creatively.

Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, twenty-five percent of English language learners in pre-kindergarten through fourth grade 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

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on the rubric, the following results exhibit the percentages of ELL students meeting each level of the spring 2013 literacy performance-based tasks:

	Pre-Kindergarten	Kindergarten	First Grade	Second Grade	Third Grade
Expert	n/a				
Practitioner	n/a				
Apprentice	n/a				
Novice	n/a	100%			

Based on the rubric, the following results exhibit the percentages of ELL students meeting each level of the spring 2013 math performance-based tasks:

	Pre-Kindergarten	Kindergarten	First Grade	Second Grade	Third Grade
Expert	n/a	33.3%			
Practitioner	n/a				
Apprentice	n/a		50%	66.6%	
Novice	n/a		50%	33.3%	100%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Based on the Teachers College Reading and Writing Project assessments, as well as assessments for *Superkids*, *Foundations*, *Wonders*, and *Go Math*, teacher teams focus on reviewing and interpreting data for the purpose of improving student achievement. As a result, students are placed into differentiated groups for small group instruction and guided reading. Students are given teacher-created tiered tasks and differentiated materials that meet them at their entry point while allowing them to still meet the standard culminating in the completion of a teacher-created CCLS-reflective performance-based task.
2. Students engage in meaningful dialogue during all aspects of each lesson. Students are provided with discussion prompts and conversation rubrics. Students are organized into groups that allow for discussion based on differentiated, group-appropriate tasks. Each group member is assigned a role to help facilitate conversation and teamwork. Higher level questioning and thinking is modeled throughout the lesson. In all subject areas, teachers will model problem-solving and critical analysis skills and will 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.
3. Teachers and students will create task-specific rubrics and apply checklists to assess student performance.
4. Authentic checks for understanding will be conducted throughout the lessons and in all academic disciplines.
5. Students in kindergarten through second grade use the Rowland Reading Foundation's innovative, research-based, comprehensive core reading program called *Superkids*. Third and fourth grade students use the McGraw-Hill Reading *Wonders* program. Modifications have been made to all programs to allow for guided reading and differentiated activities. In addition, Wilson's *Foundations* phonics program is utilized during extended morning sessions. All students in grades kindergarten through four utilize *Go Math*.
6. Applying UDL concepts, students will document their findings on graphic organizers and in student journals.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers submit assessment 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. Teachers use this data to reflect, strategize, and structure groups within the class in order to best meet the needs of each student, with a focus on ELLs. Academic intervention teachers push into classrooms to reduce student to teacher ratios to no more than 16:1. Related service providers push in or pull students out to provide services in speech therapy and English as a second language. Teachers work together during common preparation periods to create curriculum maps, lessons, activities, and performance tasks. During this time, the literacy, writing, and math coaches, as well as the ESL teacher, also provide teachers with additional support in organizing and crafting lessons. Reading and math coaches will conduct weekly professional development focused on the performance-based tasks and the progress of the students, as well as improving teaching techniques and classroom instruction. Coaches and lead teachers will participate in and provide teachers with support through classroom inter-visitations. <http://superkidsreading.org>; <http://connected.mcgraw-hill.com>; <http://readingandwritingproject.com/resources/assessments>; <https://www-k6.thinkcentral.com/ePCEval/evalLogin.do>
2. Teachers provide students with DOK wheels, discussion prompts, and meaningful conversation rubrics. Coaches work with teacher teams to discuss ways of infusing scaffolded higher-level questioning and discussion techniques into daily lessons with ELL learners in mind.
3. Teachers and coaches work together to create checklists, lessons, performance tasks, and rubrics for students to self-assess.
4. Teachers and coaches work together to create authentic checks for understanding for each lesson. The principal provides strategies to teachers as well via a weekly newsletter to teachers and through post-observation feedback. Teachers use a variety of methods to check for understanding, including the Promethean ActivBoard. <http://engageNY.org>
5. Teachers, along with literacy, writing, and math coaches, meet regularly to discuss and create curriculum maps, lessons, and activities. Outside coaching from Rowland Reading and McGraw-Hill is also available.
6. Teachers and coaches work together to create authentic UDL-influenced graphic organizers, journal prompts, and activities to allow students to document their learning in a meaningful and relevant way.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. TCRWP independent reading level benchmarks; conference notes; skill pre- and post-tests; unit and benchmark assessments; chapter tests; quick checks; performance tasks; daily drills
2. Rubric for meaningful discussion; student observation; conference notes; student-to-student evaluation with glow/grow comments when working in groups
3. Task-specific, rubric-based glow/grow comments provided by both students and teachers
4. Observation of students' use of various kinesthetic signals, whiteboard responses, post-its, turn-and-talks, and Promethean ActivBoard flipcharts allow for immediate assessment of students' grasp of lesson concepts.
5. TCRWP independent reading level benchmarks; conference notes; skill pre- and post-tests; unit and benchmark assessments; chapter tests; quick checks; performance tasks; daily drills

6. TCRWP independent reading level benchmarks; conference notes; skill pre- and post-tests; unit and benchmark assessments; chapter tests; quick checks; performance tasks; daily drills

D. Timeline for implementation and completion including start and end dates

1. TCRWP assessments are given five times yearly: September, November, January, March, and June. *Superkids* and *Wonders* assessments occur regularly. There are weekly pre- and post-skill tests, as well as unit assessments every four weeks, and benchmark assessments every eight weeks. *Go Math* utilizes pre- and post-chapter tests with corresponding item analyses to facilitate daily skill-based grouping, as well as daily quick checks and skill drills.
2. Meaningful dialogue and group discussions have been occurring since the beginning of school and are expected daily during each and every lesson through the end of the school year.
3. Checklists and rubrics for self-assessment are used across all projects continuously throughout the year.
4. Authentic checks for understanding are conducted multiple times during daily lessons throughout the year.
5. *Go Math* began daily in September 2013 for a 90-minute period. The *Superkids* Reading program was implemented for kindergarten through grade 2 students beginning in September 2013 for a 90-minute period of reading, and a 45-minute period of writing five times per week. The *Wonders* program was implemented every day to students in third and fourth grade beginning in September 2013 for a 90-minute period, five times per week. Use of the *Foundations* program began in September every Monday, Tuesday, and Wednesday during the extended morning period for 37.5 minutes. There will be a literacy-based performance task administered in the fall of 2013 and in the spring of 2014. There will be a math-based performance task administered in the fall of 2013 and in the spring of 2014, in addition to the *Go Math* performance task that is completed after each chapter.
6. Graphic organizers and journals are utilized daily across all curriculum areas throughout the year.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Class lists were developed based on a holistic examination of student performance, artifacts, and data gathered from reading assessments. Modified *Superkids* curriculum to include a guided reading block. Modified *Superkids* and *Wonders* assessments and testing cycle. Students are placed into differentiated groups for small group instruction and guided reading. Students are given tiered tasks and differentiated texts. Modified *Go Math* to provide for three levels (advanced, on, and below) of tiered tasks. Implemented gradual release model across all aspects of instruction. 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 will participate in and provide teachers with support through classroom inter-visitations. 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. Per-session funding will be available for focus groups and planning time. Title I money will be used to hire reading and math coaches and to provide staff development. Other tax levy money will be used to reduce class sizes and also to ensure that reading and math specialists are available to service students. The after school and Saturday academic intervention programs will be provided to students to build necessary skills and application strategies needed in literacy and math. 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.
2. Students engage in meaningful dialogue during all aspects of each lesson. Students are provided with discussion prompts and conversation rubrics. Students are organized into groups that allow for discussion based on differentiated, group-appropriate tasks. Each group member is assigned a role to help facilitate conversation and teamwork. Higher level questioning and thinking is modeled throughout the lesson, with authentic checks for understanding embedded throughout providing opportunities for turn-and-talks amongst partners and/or groups. Title I money will be used to hire reading and math coaches and to provide staff development. Coaches and lead teachers will provide teachers with support through classroom inter-visitation. The after school and Saturday academic intervention programs will be provided to students to build necessary skills and application strategies needed in literacy and math.
3. Teachers and students apply checklists and task-specific rubrics to assess student performance. Checklists are introduced at the beginning of a skill, and provided to all groups and individual students as needed for easy reference. Title I money will be used to hire reading and math coaches and to provide staff development. Coaches and lead teachers will provide teachers with support through classroom inter-visitation. The after school and Saturday academic intervention programs will be provided to students to build necessary skills and application strategies needed in literacy and math.
4. Authentic checks for understanding will be conducted throughout the lessons to facilitate the gradual release of responsibility method of instruction. Observation of students' use of various kinesthetic signals, whiteboard responses, post-its, turn-and-talks, and Promethean ActivBoard flipcharts allow for immediate assessment of students' grasp of lesson concepts. Title I money will be used to hire reading and math coaches and to provide staff development. Coaches and lead teachers will provide teachers with support through classroom inter-visitation. The after school and Saturday academic intervention programs will be provided to students to build necessary skills and application strategies needed in literacy and math.
5. Modifications have been made to all programs to allow for small group instruction and differentiated activities. Students use Internet resources in and out of the classroom to supplement instruction. The after school and Saturday academic intervention programs will be provided to students to build necessary skills and

application strategies needed in literacy and math. 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. Title I money will be used to hire reading and math coaches and to provide staff development. Other tax levy money will be used to reduce class sizes and also to ensure that reading and math specialists are available to service students most in need.

6. Graphic organizers and journals are utilized daily across all curriculum areas throughout the year. Observation of student reflections allows for immediate assessment of students' grasp of lesson concepts and the communication of corresponding feedback. The after school and Saturday academic intervention programs will be provided to students to build necessary skills and application strategies needed in literacy and math. 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. Title I money will be used to hire reading and math coaches and to provide staff development. Other tax levy money will be used to reduce class sizes and also to ensure that reading and math specialists are available to service students most in need.

Strategies to Increase Parental Involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
- 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.
 - Running records summaries are sent home at the end of the assessment cycle so that the parents have the opportunity to review their children's progress.
 - *Superkids*, *Wonders*, and *Go Math* offer websites for parents and students with additional activities and assistance in the skills covered in each unit.
 - The PS 354 website and monthly parent newsletter contain valuable resources, including videos, articles, and strategies to support at-home involvement.
 - <http://www.pebblego.com> offers a variety of non-fiction reading materials suitable for K-2 students with games, videos, and audio of each text available, to make reading at home with parents an enjoyable, interactive experience.
 - Progress reports after each unit are sent home to parents/guardians.
 - Monthly literacy and math 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 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										
<ul style="list-style-type: none"> • 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 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. • STEM Grant money will be used to provide student access to technology and engineering programs; science, math, and technology labs; and improve teacher capacity through professional development workshop opportunities. Through these programs students will develop the skills to effectively communicate, collaborate, think critically, and creatively. 										

Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, fifty percent of teachers and forty percent of all students, including students with disabilities and English Language Learners, will effectively use data to gain

insight on the deficient skills, which will help with the formation of groups and creation of tasks that will meet each student at their entry point, as measured by informal and formal observations, classroom artifacts, and student progress and performance.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on Teachers College Reading and Writing Project running record assessments conducted in September 2013, we determined that the following percentages of students were reading below grade level:

	% Below Grade Level
Kindergarten	0%
Grade 1	38.54%
Grade 2	75.56%
Grade 3	39.53%
Grade 4	50.75%

Based on the mathematics placement test conducted in September 2013, we determined that the following percentages of students were below level in basic math skills appropriate to their developmental level:

	% Below Grade Level
Kindergarten	100%
Grade 1	100%
Grade 2	100%
Grade 3	100%
Grade 4	100%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Develop collaborative professional learning communities fostered in a data-based decision-making culture focused on reviewing and interpreting data using the ORID protocol for the purpose of planning instruction to improve student achievement, resulting in a greater variety of differentiated tasks for small group academic activities.
2. Based on beginning-of-year placement tests and skill pre-tests, students are placed into differentiated skill-based flexible groups for classes, small group instruction, and homework.
3. Authentic checks for understanding ensure comprehension, inform the modification of questions and instruction, facilitate the gradual release of responsibility model of instruction, and allow flexible groups to be adjusted in order to meet the individual needs of every learner.
4. Students participate daily in tiered tasks across all aspects of classroom instruction via student-led activities, inquiry-based group work, student-to-student discussions, and project-based activities as evident in student notebooks and folders, classroom learning charts, conference notes, and student work on classroom bulletin boards.
5. Teachers and students will create task-specific rubrics and apply checklists to assess student performance so students are constantly aware of their skill mastery as well as deficiencies.
6. Data-driven small group instruction before, during, and after school, as well as on Saturdays, is used to address skill deficiencies and prepare students in testing grades for the state assessments; progress and improvement are measured by CCLS-aligned rubrics.
7. Principal uses surveys, observations, and other teacher feedback 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, as well as design pertinent professional development opportunities for teachers.

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators, teachers, coaches, related service providers, and data specialist are in constant communication regarding student performance. CFN personnel are

available for additional support.

2. Administrators, teachers, coaches, related service providers, and data specialist contribute valuable input regarding the grouping of all students based on assessment data as well as student observation and conference notes.
3. Teachers and coaches work together to create authentic checks for understanding for each lesson. The principal provides strategies to teachers as well via a weekly newsletter to teachers and through post-observation feedback. Teachers use a variety of methods to check for understanding, including the Promethean ActivBoard. <http://engageNY.org>
4. Teachers, along with literacy, writing, and math coaches, meet regularly discuss and create curriculum maps, differentiated lessons, graphic organizers, tiered tasks, performance tasks, rubrics, checklists, and journal prompts to allow students to document their learning in a meaningful and relevant way, with opportunities for reflection and self-assessment.
5. Teachers, along with literacy, writing, and math coaches, meet regularly discuss and create curriculum maps, differentiated lessons, graphic organizers, tiered tasks, performance tasks, rubrics, checklists, and journal prompts to allow students to document their learning in a meaningful and relevant way, with opportunities for reflection and self-assessment.
6. Administrators, teachers, coaches, related service providers, and data specialist analyze item analyses to determine appropriate groupings for targeted instruction.
7. The principal and assistant principal conduct formal and informal observations, as well as coordinate teacher-to-teacher classroom inter-visitations and provide post-observation feedback. TeachBoost is used to record informal observations and allow teachers, instructional leaders, and administration to communicate about different strategies to improve instruction. Both administrators and instructional leaders facilitate PS 354 Institutes focused on specific components of the Danielson Framework for Teaching in order to enhance teacher performance and the implementation of core curriculum. Coaches and mentors conduct regularly scheduled classroom visits and follow-up meetings with teachers to discuss and develop curriculum, reflect on lessons, and devise strategies for future units. Literacy, writing, math, Rowland Reading Foundation, and McGraw-Hill coaches lead summer and weekly in-service professional development, as well as model lessons.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. ORID protocol to analyze student data; TCRWP independent reading level benchmarks; skill pre- and post-tests; *Go Math* quick checks, mid-chapter checkpoints, chapter assessments, and benchmark tests; conference notes; daily drills
2. TCRWP independent reading level benchmarks; skill pre- and post-tests; *Go Math* quick checks, mid-chapter checkpoints, chapter assessments, and benchmark tests; conference notes; daily drills
3. Observation of students' use of various kinesthetic signals, whiteboard responses, post-its, turn-and-talks, and Promethean ActivBoard flipcharts allow for immediate assessment of students' grasp of lesson concepts.
4. TCRWP independent reading level benchmarks; conference notes; skill pre- and post-tests; unit and benchmark assessments; chapter tests; quick checks; performance tasks; daily drills
5. Task-specific, rubric-based glow/grow comments provided by both students and teachers
6. TCRWP independent reading level benchmarks; skill pre- and post-tests; *Go Math* quick checks, mid-chapter checkpoints, chapter assessments, and benchmark tests; conference notes; daily drills
7. Post-institute reflection sheets filled out by teachers; improvements across all observed components

D. Timeline for implementation and completion including start and end dates

1. Instructional teams began in the summer and continue to meet throughout the year.
2. TCRWP assessments are given five times yearly: September, November, January, March, and June, resulting in regrouping for reading. *Superkids* and *Wonders* assessments occur regularly. There are weekly pre- and post-skill tests, as well as unit assessments every four weeks, and benchmark assessments every eight weeks. *Go Math* utilizes pre- and post-chapter tests with corresponding item analyses to facilitate daily skill-based grouping.
3. Authentic checks for understanding are conducted multiple times during daily lessons throughout the year.
4. Students participate daily in tiered tasks across all aspects of classroom instruction via student-led activities, inquiry-based group work, student-to-student discussions, and project-based activities, and continue to do so throughout the year.
5. Checklists and rubrics for self-assessment are used across all projects continuously throughout the year.
6. Small group instruction cycles are based on TCRWP assessments occurring in September, November, January, March, and June, as well as built-in curriculum assessments that occur at the beginning and end of each skill (every four weeks for reading, and approximately every two and a half weeks for math).s
7. Observations commenced in September and will continue throughout the year. The PS 354 Institute is held weekly, beginning with the first Thursday in September, and will continue through June. Coaches hold meetings bi-monthly.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 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 will participate in and provide teachers with support through classroom inter-visitations. Teacher inquiry teams meet monthly to apply ORID protocol to student work. 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. Per-session funding will be available for focus groups and planning time. Title I money will be used to hire reading and math coaches and to provide staff development.

2. Class lists were developed based on a holistic examination of student performance, artifacts, and data gathered from reading assessments. Modified *Superkids* curriculum to include a guided reading block. Modified *Superkids* and *Wonders* assessments and testing cycle. Students are placed into differentiated groups for small group instruction and guided reading. Students are given tiered tasks and differentiated texts. Modified *Go Math* to provide for three levels (advanced, on, and below) of tiered tasks. Implemented gradual release model across all aspects of 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. Per-session funding will be available for focus groups and planning time. Title I money will be used to hire reading and math coaches and to provide staff development. Other tax levy money will be used to reduce class sizes and also to ensure that reading and math specialists are available to service students. The after school and Saturday academic intervention programs will be provided to students to build necessary skills and application strategies needed in literacy and math. 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.
3. Authentic checks for understanding will be conducted throughout the lessons to facilitate the gradual release of responsibility method of instruction. Observation of students' use of various kinesthetic signals, whiteboard responses, post-its, turn-and-talks, and Promethean ActivBoard flipcharts allow for immediate assessment of students' grasp of lesson concepts. Title I money will be used to hire reading and math coaches and to provide staff development. Coaches and lead teachers will provide teachers with support through classroom inter-visitation. The after school and Saturday academic intervention programs will be provided to students to build necessary skills and application strategies needed in literacy and math.
4. Modifications have been made to all programs to allow for small group instruction and differentiated activities. Students use Internet resources in and out of the classroom to supplement instruction. Graphic organizers and journals are utilized daily across all curriculum areas throughout the year. Observation of student reflections allows for immediate assessment of students' grasp of lesson concepts and the communication of corresponding feedback. The after school and Saturday academic intervention programs will be provided to students to build necessary skills and application strategies needed in literacy and math. 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. Title I money will be used to hire reading and math coaches and to provide staff development. Other tax levy money will be used to reduce class sizes and also to ensure that reading and math specialists are available to service students most in need.
5. Teachers and students apply checklists and task-specific rubrics to assess student performance. Checklists are introduced at the beginning of a skill, and provided to all groups and individual students as needed for easy reference. Title I money will be used to hire reading and math coaches and to provide staff development. Coaches and lead teachers will provide teachers with support through classroom inter-visitation. The after school and Saturday academic intervention programs will be provided to students to build necessary skills and application strategies needed in literacy and math.
6. The principal and assistant principal conduct formal and informal observations, as well as coordinate teacher-to-teacher classroom inter-visitations and provide post-observation feedback 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. TeachBoost is used to record informal observations and allow teachers, instructional leaders, and administration to communicate about different strategies to improve instruction. Both administrators and instructional leaders facilitate PS 354 Institutes focused on specific components of the Danielson Framework for Teaching in order to enhance teacher performance and the implementation of core curriculum. Coaches and mentors conduct regularly scheduled classroom visits and follow-up meetings with teachers to discuss and develop curriculum, reflect on lessons, and devise strategies for future units. Literacy, writing, Rowland Reading Foundation, and McGraw-Hill coaches lead summer and weekly in-service professional development (as applicable), as well as model lessons. Coaches and lead teachers will provide teachers with support through classroom inter-visitation. Title I money will be used to hire reading coaches and to provide staff development. 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.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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.
- Running records summaries are sent home at the end of the assessment cycle so that the parents have the opportunity to review their children's progress.

- *Superkids* and *Wonders* offer a website for parents and students with additional activities and assistance in the skills covered in each unit.
- The PS 354 website and monthly parent newsletter contain valuable resources, including videos, articles, and strategies to support at-home involvement.
- <http://www.pebblego.com> offers a variety of non-fiction reading materials suitable for K-2 students with games, videos, and audio of each text available, to make reading at home with parents an enjoyable, interactive experience.
- Progress reports after each unit are sent home to parents/guardians.
- Monthly 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 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- 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 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.
- STEM Grant money will be used to provide student access to technology and engineering programs; science, math, and technology labs; and improve teacher capacity through professional development workshop opportunities. Through these programs students will develop the skills to effectively communicate, collaborate, think critically, and creatively.

Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, fifty percent of teachers will strengthen their capacity to implement scientific, research-based interventions to improve student outcomes and growth, as measured by classroom observations and learning walks that focus on the twenty-two components of the Danielson Framework for Instruction.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on Teachers College Reading and Writing Project running record assessments conducted in September 2013, we determined that the following percentages of students were reading below grade level:

	% Below Grade Level
Kindergarten	0%
Grade 1	38.54%
Grade 2	75.56%
Grade 3	39.53%
Grade 4	50.75%

Based on the mathematics placement test conducted in September 2013, we determined that the following percentages of students were below level in simple problem solving:

	% Below Grade Level
Kindergarten	100%
Grade 1	100%
Grade 2	100%
Grade 3	100%
Grade 4	100%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The principal and assistant principal conduct formal and informal observations, as well as coordinate teacher-to-teacher classroom inter-visitations and provide post-observation feedback to identify trends across the building, determine institute topics, professional development opportunities and weekly newsletter topics, as well as identify teachers in need of additional mentoring and coach support. TeachBoost is used to record informal observations and allow teachers, instructional leaders, and administration to communicate about different strategies to improve instruction. Both administrators and instructional leaders facilitate PS 354 Institutes focused on specific components of the Danielson Framework for Teaching in order to enhance teacher performance and the implementation of core curriculum.
2. Coaches and mentors conduct regularly scheduled classroom visits and follow-up meetings with teachers to provide support, discuss and develop curriculum, reflect on lessons, and devise strategies for future units. Literacy, writing, math, Rowland Reading Foundation, and McGraw-Hill coaches lead summer and weekly in-service professional development, as well as model lessons.
3. Teachers work together during common preps a minimum of three times per week to create curriculum maps, lessons, and activities, as well as strategize how best to accommodate all learners.
4. 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, reflecting on instructional practice and determining next steps for instruction.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, assistant principal, mentors, coaches, and teachers work closely to ensure that research-based interventions are being used as necessary to improve student outcomes. TeachBoost facilitates that work.
2. Coaches, mentors, and teachers meet regularly, along with outside professional developers occasionally, to discuss and create curriculum maps, lessons, and activities, and to collaborate to implement a variety of research-based strategies.
3. Coaches, mentors, and teachers meet regularly, along with outside professional developers occasionally, to discuss and create curriculum maps, lessons, and activities, and to collaborate to implement a variety of research-based strategies.
4. Administrators, teachers, coaches, related service providers, and data specialist are in constant communication regarding student performance as a result of the implementation of research-based strategies. CFN personnel are available for additional support. Teachers submit Excel files containing assessment data.
<http://superkidsreading.org>; <http://connected.mcgraw-hill.com>; <http://readingandwritingproject.com/resources/assessments>

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Post-institute reflection sheets filled out by teachers; effectiveness improvements across all observed components; increased pre- vs. post-test results in math and literacy skills; conference notes; student journals and reflections; reading level increases across all grades
2. Professional development feedback from teachers; effectiveness improvements across all observed components; increased pre- vs. post-test results in math and literacy skills; conference notes; student journals and reflections; reading level increases across all grades
3. Increased pre- vs. post-test results in math and literacy skills; conference notes; student journals and reflections; reading level increases across all grades
4. Increased pre- vs. post-test results in math and literacy skills; conference notes; student journals and reflections; reading level increases across all grades

D. Timeline for implementation and completion including start and end dates

1. Observations commenced in September and will continue throughout the year. The PS 354 Institute is held weekly, beginning with the first Thursday in September, and will continue through June. Coaches hold meetings bi-monthly. Inter-visitations amongst teachers began in September and continue regularly.
2. Coaches have held bi-monthly meetings since September and will continue throughout the year. Classroom visits have been held on a regular basis since September and will continue through June.
3. Since September, teachers have worked together during common preps a minimum of three times per week and will continue to do so throughout the school year.

4. Teachers submit Excel files containing assessment data within forty-eight hours of assessment completion, which is then analyzed and charted. This is ongoing throughout the school year.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The principal and assistant principal conduct formal and informal observations, as well as coordinate teacher-to-teacher classroom inter-visitations and provide post-observation feedback 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. TeachBoost is used to record informal observations and allow teachers, instructional leaders, and administration to communicate about different strategies to improve instruction. Both administrators and instructional leaders facilitate PS 354 Institutes focused on specific components of the Danielson Framework for Teaching in order to enhance teacher performance and the implementation of core curriculum. Coaches and mentors conduct regularly scheduled classroom visits and follow-up meetings with teachers to discuss and develop curriculum, reflect on lessons, and devise strategies for future units. Literacy, writing, math, Rowland Reading Foundation, and McGraw-Hill coaches lead summer and weekly in-service professional development (as applicable), as well as model lessons. Coaches and lead teachers will provide teachers with support through classroom inter-visitation. Title I money will be used to hire reading and math coaches and to provide staff development. 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.
2. Coaches and mentors conduct regularly scheduled classroom visits and follow-up meetings with teachers to discuss and develop curriculum, reflect on lessons, and devise strategies for future units. Literacy, writing, math, Rowland Reading Foundation, and McGraw-Hill coaches lead summer and weekly in-service professional development (as applicable), as well as model lessons. Coaches and lead teachers will provide teachers with support through classroom inter-visitation. Title I money will be used to hire reading and math coaches and to provide staff development.
3. All teachers in each grade have been scheduled to allow for common planning time daily.
4. Modified *Superkids* curriculum to include a guided reading block. Modified *Superkids* and *Wonders* assessments and testing cycle to include pre- and post-skill assessments. Students are placed into differentiated groups for small group instruction and guided reading. Students are given tiered tasks and differentiated texts. Modified *Go Math* to provide for three levels (advanced, on, and below) of tiered tasks. Implemented gradual release model across all aspects of 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. Per-session funding will be available for focus groups and planning time. Title I money will be used to hire reading and math coaches and to provide staff development. Other tax levy money will be used to reduce class sizes and also to ensure that reading and math specialists are available to service students. The after school and Saturday academic intervention programs will be provided to students to build necessary skills and application strategies needed in literacy and math.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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.
- Running records summaries are sent home at the end of the assessment cycle so that the parents have the opportunity to review their children's progress.
- *Superkids*, *Wonders*, and *Go Math* offer websites for parents and students with additional activities and assistance in the skills covered in each unit.
- The PS 354 website and monthly parent newsletter contain valuable resources, including videos, articles, and strategies to support at-home involvement.
- <http://www.pebblego.com> offers a variety of non-fiction reading materials suitable for K-2 students with games, videos, and audio of each text available, to make reading at home with parents an enjoyable, interactive experience.
- Progress reports after each unit are sent home to parents/guardians.
- Monthly literacy and math 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 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- 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 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.
- STEM Grant money will be used to provide student access to technology and engineering programs; science, math, and technology labs; and improve teacher capacity through professional development workshop opportunities. Through these programs students will develop the skills to effectively communicate, collaborate, think critically, and creatively.

Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, fifty percent of students will engage in more effective dialogue that will promote academic, social, and emotional growth, by asking and answering questions in order to clarify understanding, share ideas and opinions, and get information and seek help.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on Teachers College Reading and Writing Project running record assessments conducted in September 2013, we determined that the following percentages of students were reading below grade level:

	% Below Grade Level
Kindergarten	0%
Grade 1	38.54%
Grade 2	75.56%
Grade 3	39.53%
Grade 4	50.75%

Based on the mathematics placement test conducted in September 2013, we determined that the following percentages of students were below level in simple problem solving:

	% Below Grade Level
Kindergarten	100%
Grade 1	100%
Grade 2	100%
Grade 3	100%
Grade 4	100%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Students are provided with discussion prompts, DOK wheels, and conversation rubrics to facilitate meaningful dialogue during all aspects of each lesson. Students are organized into groups that allow for discussion based on differentiated, group-appropriate tasks. Each group member is assigned a role to help enable conversation and teamwork.
2. In all subject areas, teachers model higher level questioning and thinking, 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.

3. Teachers and students create task-specific rubrics and apply checklists to assess student performance and promote discussion; authentic checks for understanding are conducted throughout all lessons across all academic disciplines, ensuring comprehension, informing the modification of questions and instruction, facilitating discussion and the gradual release of responsibility model of instruction, and allowing flexible groups to be adjusted in order to meet the individual needs of every learner.
4. Teachers receive professional development geared specifically towards questioning and discussion, as well as targeted observation in those areas.

B. Key personnel and other resources used to implement each strategy/activity

1. Teacher teams and coaches work together to develop higher-order thinking and questioning skills embedded into curriculum maps, differentiated lessons, graphic organizers, tiered tasks, performance tasks, rubrics, checklists, and journal prompts, allowing students to document their learning in a meaningful and relevant way, with opportunities for discussion, reflection, and self-assessment. Principal provides further strategies and coordinates professional development for teachers in this area.
2. Teacher teams and coaches work together to develop higher-order thinking and questioning skills embedded into curriculum maps, differentiated lessons, graphic organizers, tiered tasks, performance tasks, rubrics, checklists, and journal prompts, allowing students to document their learning in a meaningful and relevant way, with opportunities for discussion, reflection, and self-assessment. Principal provides further strategies and coordinates professional development for teachers in this area.
3. Teachers and coaches work together to create authentic checks for understanding for each lesson. The principal provides strategies to teachers as well via a weekly newsletter to teachers and through post-observation feedback. Teachers use a variety of methods to check for understanding, including the Promethean ActivBoard. <http://engageNY.org>
4. The principal and assistant principal conduct formal and informal observations, as well as coordinate teacher-to-teacher classroom inter-visitations and provide post-observation feedback. TeachBoost is used to record informal observations and allow teachers, instructional leaders, and administration to communicate about different strategies to improve instruction. Both administrators and instructional leaders facilitate PS 354 Institutes focused on specific components of the Danielson Framework for Teaching in order to enhance teacher performance and the implementation of core curriculum. Coaches and mentors conduct regularly scheduled classroom visits and follow-up meetings with teachers to discuss and develop curriculum, reflect on lessons, and devise strategies for future units.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Rubric for meaningful discussion; student observation; conference notes; student-to-student evaluation with glow/grow comments when working in groups; increased pre- vs. post-test results in math and literacy skills; conference notes; student journals and reflections; reading level increases across all grades
2. Rubric for meaningful discussion; student observation; conference notes; student-to-student evaluation with glow/grow comments when working in groups; increased pre- vs. post-test results in math and literacy skills; conference notes; student journals and reflections; reading level increases across all grades
3. Task-specific, rubric-based glow/grow comments provided by both students and teachers; increased pre- vs. post-test results in math and literacy skills; conference notes; student journals and reflections; reading level increases across all grades
4. Post-institute reflection sheets filled out by teachers; effectiveness improvements across all observed components; increased pre- vs. post-test results in math and literacy skills; conference notes; student journals and reflections; reading level increases across all grades

D. Timeline for implementation and completion including start and end dates

1. Ongoing through all lessons in all disciplines daily throughout the school year.
2. Ongoing through all lessons in all disciplines daily throughout the school year.
3. Ongoing through all lessons in all disciplines daily throughout the school year.
4. Observations commenced in September and will continue throughout the year. The PS 354 Institute is held weekly, beginning with the first Thursday in September, and will continue through June. Coaches hold meetings bi-monthly.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Students are provided with discussion prompts, DOK wheels, and conversation rubrics to facilitate meaningful dialogue during all aspects of each lesson. Students are organized into groups that allow for discussion based on differentiated, group-appropriate tasks. Each group member is assigned a role to help enable conversation and teamwork. Teachers utilize ActivBoard technology to transition into groups; students have something tangible to connect them to their role, such as a necklace, clothespin, or dry erase chart. Title I money will be used to hire reading and math coaches and to provide staff development. Coaches and lead teachers will provide teachers with support through classroom inter-visitation. The after school and Saturday academic intervention programs will be provided to students to build necessary skills and application strategies needed in literacy and math.
2. In all subject areas, teachers model higher level questioning and thinking, 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. Teacher teams and coaches work together to develop higher-order thinking and questioning skills embedded into curriculum maps, differentiated lessons, graphic organizers, tiered tasks, performance tasks, rubrics, checklists, and journal prompts, allowing students to document their learning in a meaningful and relevant way, with opportunities for discussion, reflection, and self-assessment. Principal provides further strategies and coordinates professional development for teachers in this area. Coaches and lead teachers will provide teachers with support through classroom inter-visitation. Title I money will be used to hire a reading coach and to provide staff development.

3. Teachers and students create task-specific rubrics and apply checklists to assess student performance and promote discussion; authentic checks for understanding are conducted throughout all lessons across all academic disciplines, ensuring comprehension, informing the modification of questions and instruction, facilitating discussion and the gradual release of responsibility model of instruction, and allowing flexible groups to be adjusted in order to meet the individual needs of every learner. Teachers and coaches work together to create authentic checks for understanding for each lesson. The principal provides strategies to teachers as well via a weekly newsletter to teachers and through post-observation feedback. Teachers use a variety of methods to check for understanding, including the Promethean ActivBoard. <http://engageNY.org> Observation of students' use of various kinesthetic signals, whiteboard responses, post-its, turn-and-talks, and Promethean ActivBoard flipcharts allow for immediate assessment of students' grasp of lesson concepts. Title I money will be used to hire reading and math coaches and to provide staff development. Coaches and lead teachers will provide teachers with support through classroom inter-visitation. The after school and Saturday academic intervention programs will be provided to students to build necessary skills and application strategies needed in literacy and math.
4. Teachers receive professional development geared specifically towards questioning and discussion, as well as targeted observation in those areas. The principal and assistant principal conduct formal and informal observations, as well as coordinate teacher-to-teacher classroom inter-visitations and provide post-observation feedback 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. TeachBoost is used to record informal observations and allow teachers, instructional leaders, and administration to communicate about different strategies to improve instruction. Both administrators and instructional leaders facilitate PS 354 Institutes focused on specific components of the Danielson Framework for Teaching in order to enhance teacher performance and the implementation of core curriculum. Coaches and mentors conduct regularly scheduled classroom visits and follow-up meetings with teachers to discuss and develop curriculum, reflect on lessons, and devise strategies for future units. Literacy, writing, math, Rowland Reading Foundation, and McGraw-Hill coaches lead summer and weekly in-service professional development (as applicable), as well as model lessons. Coaches and lead teachers will provide teachers with support through classroom inter-visitation. Title I money will be used to hire reading and math coaches and to provide staff development. 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.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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.
- Running records summaries are sent home at the end of the assessment cycle so that the parents have the opportunity to review their children's progress.
- *Superkids*, *Wonders*, and *Go Math* offer websites for parents and students with additional activities and assistance in the skills covered in each unit.
- The PS 354 website and monthly parent newsletter contain valuable resources, including videos, articles, and strategies to support at-home involvement.
- <http://www.pebblego.com> offers a variety of non-fiction reading materials suitable for K-2 students with games, videos, and audio of each text available, to make reading at home with parents an enjoyable, interactive experience.
- Progress reports after each unit are sent home to parents/guardians.
- Monthly literacy and math 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 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

- 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 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.
- STEM Grant money will be used to provide student access to technology and engineering programs; science, math, and technology labs; and improve teacher capacity through professional development workshop opportunities. Through these programs students will develop the skills to effectively communicate, collaborate, think critically, and creatively.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
<p>ELA</p>	<p><u>Superkids Reading</u> The Superkids program provides that clear sequential path of instruction that leads to reading mastery while it simultaneously teaches students to write and spell.</p>	<p>Small group instruction</p>	<p>During school</p>
	<p><u>Reading Wonders</u> <i>Reading Wonders</i> is the first and only reading program designed specifically for the Common Core State Standards for Reading/Language Arts. Combining research-based instruction with new tools to meet today’s challenges, every component and every lesson is designed for effective and efficient CCSS instruction.</p> <p>The program provides unmatched support for building a strong reading foundation; accessing complex text; finding and using text evidence; engaging in collaborative conversations; writing to sources</p> <p>Using a rich range of diverse print and digital media, <i>Wonders</i> provides the instructional support and materials you will only find in a program that was created to teach to the rigor, intent, and depth of the new Common Core State Standards.</p>	<p>Small group instruction</p>	<p>During school</p>
	<p><u>Wilson Foundations</u> Wilson Foundations for K-3 is a phonological/phonemic awareness, phonics and spelling program for the general education classroom.</p>	<p>Small group instruction</p>	<p>Before school</p>

	<p>Fundations is based upon the Wilson Reading System® principles and serves as a prevention program to help reduce reading and spelling failure.</p> <p><u>Leveled Literacy Intervention</u> The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary intervention program designed for young children who struggle with reading and writing.</p> <p><u>Voyager Passport</u> Students learn word study, fluency, comprehension, vocabulary, writing, listening & 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> <p><u>Read Well</u> This is a K–2 reading and language arts curriculum, will give even our most struggling youngsters the skills they need to become good 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><u>Showtime</u> 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</p>	<p>Small group instruction</p> <p>Small group instruction</p> <p>Small group instruction</p> <p>Small group instruction</p>	<p>During school</p> <p>Before school</p> <p>After school</p> <p>After school</p>
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	<p>instructional resources to ensure success for all students.</p> <p>The unique <i>GO Math! Write-In Student Edition</i> helps students interact with lessons in new ways. Students record their strategies, explanations, solutions, practice and test prep right in their books—and at every grade level. These interactive lessons keep students totally engaged and maximize learning during math time.</p> <p><u>TouchMath</u> Touch math is a multisensory program that uses its signature Touch points to engage students of all abilities and learning styles.</p> <p><u>Showtime</u> 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><u>Ready New York CCLS Instruction</u> Student Instruction and Practice Provide rigorous instruction on the new CCLS using a proven-effective, gradual release approach that builds student confidence. Prepare students for more complex assessment items with interim assessments and full-length practice tests that will get them ready for the new 2012–2013 New York State Test.</p>	<p>Small Group Instruction</p> <p>Small Group Instruction</p> <p>Small Group Instruction</p>	<p>After school</p> <p>After School</p> <p>After school</p>
<p>Science</p>	<p><u>Science Club</u> The science club is a supplemental program providing rigorous instruction designed by the school’s academic curriculum team. Students are provided</p>	<p>Small group</p>	<p>After school</p>

	with small group instruction that is designed around the CCLS and data on individual student needs.		
Social Studies	<p>Voices Literature & Writing is a supplemental, social-emotional-learning, and character-education resource delivered through a unique, integrated language arts approach. Six powerful themes anchor Voices Literature & Writing instruction. The content of these themes engages students in learning in new ways and connects social development, social and emotional learning (SEL), character education, language, and literacy to promote positive classroom climate and increase achievement.</p>	Small group	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling through specific reading assignments and activities	<p>In a group 5 X 1 In a group 3 One on one</p>	<p>During the school day During the school day During the school day</p>

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.		
	School Wide Program (SWP)	Targeted Assistance (TA) Schools
		Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teachers are afforded opportunities for professional development devoted to meeting their assessed pedagogical needs. Through teacher surveys, grade discussions and teacher suggestions/ideas focused professional development is provided. Coaches, Network Specialist and administrators provide: Lesson demonstration; strategies for scaffolding/differentiating lessons; individual teacher support in analyzing student work and deciphering the Common Core Learning Standards; common planning time with the grade members; instructional materials and resources. Professional development from outside vendors also assists in supporting teachers' understanding of the new reading program. Funding is allocated to ensure that teachers are provided with all materials and resources to be effective pedagogues.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Teachers are sent to Network meetings focused specifically on topics associated with support for high needs student groups including special needs and ELL. Funding is allocated in order to provide time during the school day for teacher teams to meet, converse, analyze student work and support each other in the development of appropriately engaging student activities. Teachers are provided with the opportunity to voice their concerns, ideas and opinions to the Professional Environmental Committee, at Grade Leader Team Meetings and/or Instructional Team Meetings.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Based upon identified school needs around personnel and resources, funding decisions are made in conjunction with Network Budget and Human Resources Liaisons. Student Reports are generated and data is reviewed to ensure that funding guidelines are adhered to in order to meet compliance.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
We have a parent orientation for the incoming kindergarten, a "meet the principal" breakfast, K teachers visit pre-K school and pre-K school visits PS 354 with incoming students in the late spring.

Measures to Include Teachers in Decisions Regarding Assessments

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

Per session is given to the Guidance Counselor to create and administer violence prevention programs. Additional academic support is provided for students in temporary housing by the teaching staff on a per session bases. STH students are provided with supplies and materials to support their academic achievement.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 28	Borough Queens	School Number 354
School Name P.S. 354		

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

Principal Jermaine Green	Assistant Principal Catherine Fresolone
Coach type here	Coach type here
ESL Teacher Randi Reiser	Guidance Counselor Geri Canal
Teacher/Subject Area type here	Parent Alberta Rodriguez
Teacher/Subject Area type here	Parent Coordinator William Rochford
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	442	Total number of ELLs	19	ELLs as share of total student population (%)	4.30%
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Part II: 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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	2	2	2	2										8
Push-In					2									2
Total	2	2	2	2	2	0	0	0	0	0	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	1	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	18	0	2	1	0	1	0	0	0	19
Total	18	0	2	1	0	1	0	0	0	19

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

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	2	1											5
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	1	2	3	2	2									10
French	1	1	1											3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
TOTAL	4	5	5	2	3	0	0	0	0	0	0	0	0	19

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	3	1	2	1	1									8

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	3	2	1	1									8
Advanced (A)	0	1	1	0	1									3
Total	4	5	5	2	3	0	0	0	0	0	0	0	0	19

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	1			2
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		1						2
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									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				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Each ELL, along with the rest of the student body, is assessed at the beginning of each year using the Teachers 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. The information gained during the running records assessment is used to differentiate instruction in order to cater to the students' needs. Reading groups and task cards are created based on this data. According to the results of the running records assessment, all kindergarten ELLs are early emergent readers, 80% of first grade ELLs are below grade level, 100% of second grade ELLs are below grade level, 100% of third grade ELLs are below grade level, and 67% of fourth grade ELLs are below grade level. The data also shows that beginner students struggle with vocabulary and articulating their responses while advanced students struggle with making inferences. 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. The Wonders Reading program was chosen for the upper grades in order for students to strengthen their inferential skills.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
After examining the LAB-R assessment, the results show that of the seven students assessed, five are beginners and two 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. The RLAT and RNMR are used to analyze the results of the NYSESLAT.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
By examining the NYSESLAT results, it is clear to see that 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.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

A) By examining the patterns across proficiencies and grades, ELLs struggle in reading and writing. When analyzing data collected by the teacher, students struggle specifically with reading a text closely in order to gain a deeper understanding, particularly in the area of answering inferential questions.

B) The ELL Periodic Assessments were not administered in 2013.

C) The ELL Periodic Assessments were not administered in 2013.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
ELLs are given additional instruction in their areas of need within the Response to Intervention framework by providing them with services during extended morning, the after school academic intervention program, and Saturday school classes. Different instructional programs are used during these times in order to cater to the different ways students learn.
6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language development is considered in instructional decisions in regards to both the planning and execution of daily lessons. Lessons are designed using ESL strategies such as vocabulary fronting, picture clues, and native language supports. Extended wait time is used to accommodate students who need to switch from their native language to English. Flexible grouping is used when considering a student's strengths and weakness in the different modalities, as well as when it comes to language. Lessons are universally designed to target all students, whether the ELL is in the ESL class or the mainstream classroom.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.). Success of ELLs is evaluated through a variety of ways such as examining the progress made in the running records assessments, NYSESLAT scores, and improvement through informal and formal assessments conducted by the ESL and classroom teacher.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) 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 in both Spanish and Haitian Creole. The answers are analyzed by the ESL teacher, Mrs. Randi Reiser. An informal interview conducted in English takes place between the ESL teacher and student, and at times with the parents. When needed, interviews are conducted in the students' native language as well. Eligible students are then administered the Language Assessment Battery Revised (LAB-R) and, if need be, the Spanish LAB-R for Spanish speaking students. Mrs. Reiser, trained in administering the LAB-R, administers the assessment. A trained member of the staff, Mr. Jose Lago, administers the Spanish Lab-R with Mrs. Reiser, as he is one of the building's Spanish interpreters. 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.
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. Once a student is determined to be a beginner or intermediate ELL based on the scores of the LAB-R, parents/guardians of the student are sent an entitlement letter describing the results of the LAB-R and the three possible programs the student is entitled to enter. In this letter, parents/guardians are invited into to the school for an orientation with the ESL teacher. If needed, an interpreter attends the orientation as well. During the orientation, the ELL identification process is explained and the three possible programs are described. The programs available are the transitional bilingual education, the dual language, and the freestanding English as a second language. The parent orientation video is shown which further details each of the three programs available. The parent orientation video is available in ten languages. Furthermore, the parent is also provided with the ELL parent brochure in both English and their native language. During the orientation, parents are encouraged to ask any clarifying questions regarding the three programs. These steps are taken immediately after the student is identified as an ELL. If the parent is unable to attend the scheduled orientation on the entitlement letter, the ESL teacher calls the parent directly, with the assistance of an interpreter, to schedule a time that meets the need of the parent.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).) 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. Continuation letters are also sent to new students who have transferred from another New York City school and who are entitled to continue receiving services. All letters are sent in the parents' preferred language, according to the HLIS. Copies of all letters are kept in a locked filing cabinet and with the students' permanent record cards. The Parent Survey and Program Selection form is completed at the parent orientation and returned to the ESL

teacher. The Parent Survey and Program Selection form is provided in the parents' preferred language. 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 and with the students' permanent record cards. 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. If a student has transferred from another NYCDOE school, the original copies of all forms are requested from the student's prior school and stored in the same manner.

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.

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.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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. The NYSESLAT is administered by a trained teacher other than the ESL teacher. The assessment is given based on grade band and modality.

6. 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.) 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. 

After a careful review of the Parent Survey and Program Selection forms from this year and previous years, it was concluded that 81% of parents chose ESL as their program choice. The remaining 19% chose to keep their child in the Freestanding ESL program until the numbers allow for a Dual Language Program to be opened at P.S.354. Attempts to transfer each of these students to a school with a dual language program had been made. The ESL teacher places a request with ELLProgramTransfers@schools.nyc.gov. The request is done via email and includes all of the necessary information pertaining to the student, including grade, language, and program choice. Options are then presented to the parents. Currently, no seats in the district are available. Since the number of requests for a Dual Language Program in one specific language is insufficient according to the above fact, a freestanding ESL program is the only program of the three offered at P.S.354. Currently, three students have requested a dual language program in Spanish, one in Haitian Creole, and one in French. Once the numbers show that the parents of a minimum of fifteen students prefer a Dual Language 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.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

The freestanding English as a second language program consists of both a push-in program and a pull-out program. The students are grouped by grade and have mixed proficiency levels. Students in kindergarten through third grade are pulled out for small group instruction. Students in fourth grade receive services through the push-in model during their literacy and writing block.

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)?

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, as well as the results of the running records. 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. Since instruction is done during the students' literacy block, students receive ESL through ELA content. Since the class is done entirely in English, native language supports are set in place for assistance.

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 foster language development and meet the demands of the Common Core Learning Standards.

The ESL program is scheduled to align with English language arts instruction. The following strategies are used for helping ELLs 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 picture 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
- Using native language supports
- Enhancing a lesson with realia and technology

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. Guided reading, however, is done on the students' instructional reading level. Discussion prompts are used to encourage students to question, answer, and build discussion in English.

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

All assessments are done in English.

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

ELLs are evaluated in all four modalities of English throughout the year. Being held to the same standard as all students, ELLs are given an array of assessments in regards to reading and writing through their English language arts and writing instruction. Students' reading is assessed through the Teachers College Running Records assessments in order to determine growth and

analyze trends in their reading level. Students' writing is assessed daily through both formal and informal assessments. Examples include letter formation, written responses, and writing projects for a themed unit. Students are also assessed on their listening and speaking skills in regards to giving and following directions and participating in class discussions.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Differentiated instruction is done 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.

- For newcomers and for students who have been in the program for more than three years, instruction will be differentiated based on the needs of the students. Data from assessments will be used to determine how the program should be organized, how flexible grouping will be determined for small groups, and what kind of instruction is necessary. All students will receive instruction in the four modalities of English and strategies in instruction and discussion will allow them to be college and career ready.

- P.S. 354 is a kindergarten through fourth grade elementary school and therefore has no long term ELLs that have completed more than six years in an ESL program.

- Former ELLs will be provided with additional supports to allow them to succeed without the assistance of an ESL program. Former ELLs will be provided with supportive materials such as vocabulary cards and checklists and placed in small group instruction. Assessments will be used to continue to monitor their progress in reading, writing, speaking, and listening. These students also receive testing modifications, including extended time.

7. 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?

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. Supportive materials such as magnetic boards and white boards, personalized word walls, checklists, and discussion prompts will be provided based on the students' needs.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Scheduling is done to allow ELL-SWDs to work in the least restrictive environment. Small group instruction allows the ESL to focus on the needs of each student in order for IEP goals to be met. The curriculum used by the ESL teacher is the same used by the classroom teacher but with modifications in place. ELL-SWDs also work in a whole class setting with the teacher incorporating special strategies so that lessons are designed to target all students.

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:			

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

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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 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
FOR TBE /DL PROGRAMS: 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.



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.

All classes offered are conducted in English. Cooperative learning within the reading and writing programs are designed to help children in all grades transition from their native language to English. The ESL teacher also facilitates 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 fronting, 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. Intervention strategies are used for newcomers, students would have been in the program four to six years, and former ELLs. Strategies apply to the needs of the students.

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

The current program is meeting the needs of ELLs in both content and language development. According to the RLAT report, in the past year, 18.8% of students became proficient in English. Also in the past year, 67% of students increased their NYSESLAT score from 2012 to 2013. Students also improved their reading level according to the Teachers College Running Records assessment. ELLs are also contributing positively in their classes during content area instruction.

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

To enhance instruction, Promethean Boards have been installed in every classroom. The use of technology will improve instruction for all students, including ELLs. Students will also be given the opportunity to participate in Spanish instruction one to two times per week. This class will give Spanish speaking students an opportunity to develop their native language and showcase their knowledge and also allow non-Spanish speaking classmates to better understand their peers.

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

No programs for ELLs will be discontinued.

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

Additional services are provided before, during, and after school. The after school program is on Tuesdays, Wednesdays, and Thursdays from 3:00pm to 5:00pm. The purpose of this 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 ELLs ages and grade levels. ELLs are invited to participate in all school activities such as the arts, sports, and community based activities.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

An array of instructional materials are used to support the language development of ELLs. To enhance language instruction, students have access to personal word walls, checklists, discussion prompts, magnetic workbooks, decodable readers, differentiated readers, letter cards, games, and picture dictionaries. To enhance instruction in literacy as well as the content areas, students also have access to classroom computers, manipulatives, picture cards, graphic organizers, and a science lab. Each classroom is also equipped with a Promethean Board and document camera.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

While the freestanding ESL program is conducted entirely in English, students are given native language supports such as picture dictionaries, native language books, and unit vocabulary in both English and their native language. Students are also given the opportunity to use their native language with others when giving instructions and discussing vocabulary.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

ELLs are provided instruction which aligns with their appropriate grade's curriculum. All instructional materials and resources support their learning in order for them to meet the same standards as all other students of the same age. Instruction is differentiated within each group in order to meet the needs and proficiency levels of the students.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include

activities for new ELLs who enroll throughout the school year.

Before the school year begins, parents/guardians of newly enrolled ELL students receive an information packet in their preferred language which provides them with information about the school, as well as the various programs they are entitled to. Once the school year begins, parents/guardians of ELLs are invited to an orientation with the ESL teacher. As students enroll throughout the school year, they receive the same information packet.

18. What language electives are offered to ELLs?

P.S. 354 is an elementary school where students receive instruction in specialty areas such as art and physical education. Electives are not offered. However, one specialty area of instruction is Spanish.

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. There are periodic professional development sessions, hosted by the Department of Education, specifically Network 209, in which the ESL teacher attends along with the special education teacher and subject area teachers for literacy and math. These professional development workshops 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. 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 are also trained to read reports regarding a child's NYSESLAT in order to differentiate instruction, gearing it towards their needs. Staff members are also trained in the use of assessment tools such as Acuity and the AMAO tool and are able to access current information at any time to gauge the academic progress of ELL students. There are also ongoing weekly meetings with the ESL teacher and classroom teachers to ensure curriculum alignment.

2. Professional development is also offered to the ESL teacher in supporting ELLs as they engage in the Common Core Learning Standards. These professional development workshops are offered through the network, as well as within the building during weekly institutes.

3. Currently, P.S.354 is a kindergarten through fourth grade school. 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. The expectation of all students in regards to higher education is always stressed.

4. During all workshops, an agenda and attendance sheet is used to keep track of the Jose P. mandated minutes of professional development. The in-building workshops are during a forty-five minute period, every Thursday. Out of building professional development is tracked as well.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?
 1. 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 child's education and to ensure that their choices are respected. Throughout the year, the ESL teacher maintains a teacher-parent relationship, keeping the parent/guardian abreast of what is occurring in school via phone call or letter in the parent's preferred language. P.S. 354 allows for the involvement of all parents, including those of ELLs. This is done through parent workshops, town hall meetings, and monthly parent newsletters. These allow parents to learn strategies pertaining to the curriculum and allow them to voice their ideas, concerns, and questions.
 2. The school does not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents.
 3. The needs of the parents are evaluated through the use of feedback, such as surveys. The results of the school survey are analyzed to address the parents' needs. Feedback is also received after parent workshops. Concerns are also address by the principal and the staff during monthly town hall meetings.
 4. 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.

Workshops are created based on the needs addressed by the parents. These workshops are held during the school day and in the evening in order to accommodate the parents' varying schedules. Conferences are also held in person or via email or phone depending on the parents' needs.

E. 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 response to question 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		12/16/13
Catherine Fresolone	Assistant Principal		12/16/13
William Rochford	Parent Coordinator		12/16/13
Randi Reiser	ESL Teacher		12/16/13
Alberta Rodriguez	Parent		12/16/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Geri Canal	Guidance Counselor		12/16/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

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 by meeting with 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 68% of parents of ELLs in Spanish, French, 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, 68% of parents of ELLs prefer to receive written documents from the school in a language other than English. The languages of preference of these parents are Spanish, French, 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

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 parents' 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, French, and Haitian Creole will be conducted in-house by members of the school staff. This ensures that all information is sent to parents in a timely manner.

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 Spanish, French, 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, French, and Haitian Creole will be conducted in-house by members of the school staff.

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 also receive the Parents Bill of Rights in their preferred language. The documents distributed are printed from the Department of Education's site: <http://schools.nyc.gov/RulesPolicies/ParentBillOfRights/Parents+Bill+of+Rights+and+Responsibilities.htm>. Parents will receive 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. Letters are translated using the school's in house translators. 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. These interpreters ensure that

parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. The school also posts, in a conspicuous location at or near the primary entrance to the school, a sign in each of the most prominent languages indicating the availability of interpretation services. The translated signs, in the covered languages, were found at: <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.