

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: PS 354
DBN (i.e. 01M001): 28Q354
Principal: RAEVAN ASKEW
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Superintendent: MABEL SARDUY
Network Leader: MARLENE WILKS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Raevan Askew	*Principal or Designee	
Nicole Radosti	*UFT Chapter Leader or Designee	
Alberitia 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	
Heather Forde	Member/ Parent	
Amy Coyle	Member/ Teacher	
Mallory Korenberg	Member/ Teacher	
Deborah Smith	Member/ Parent	
Chantel Grim	Member/ Para-professional	
Nicole Taylor	Member/ Parent	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
X	School Leadership Team Signature Page
X	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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	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 2015, 65% of students in grades K-5, including students with disabilities and English Language Learners will reach or exceed their reading proficiency levels by being able to demonstrate their understanding of text using text-based evidence to ask and answer questions as evidenced by an increase in individual reading levels determined Teachers College Running Records assessments over the course of the school year.

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.

This goal was created based on the analysis of student performance trends on ~~our~~ the last two years of NYS standardized exam data and the performance levels of students measured by the Teachers College Reading and Writing Project (TCRWP) running records assessments conducted in September 2014. Our data revealed the following:

Year	Grade	N tested	Level 1	Level 2	Level 3	Level 4
2013-2014	3	79	35 – 44.3%	31 – 39.24%	12 – 15.19%	1 – 1.27%
2013-2014	4	69	23 – 33.3%	31 – 44.93%	11 – 15.9%	4 – 5.8%

The total number of students performing at levels 3&4 for grade 3 is 13 – 16.46%. For students in grade 4 that total is 15 – 21.74%

Our benchmark running records assessments for students in grades K-5 revealed the following trends:

Grade	Level 1	Level 2	Level 3	Level 4
K (83 students)	N/A	N/A	N/A	N/A
1 (104 students)	27	30	36	11
2 (105 students)	44	26	13	22
3 (90 students)	24	15	29	21
4 (86 students)	20	26	19	20
5 (63 students)	23	15	7	18

This data was reviewed in addition to our September diagnostic exam run for students in grades 2-5, which revealed data consistent with the findings noted in the charts above. In further inquiry of this student performance we identified that our students made gains in reading on the state exams by 5% however, they have not demonstrated mastery of the standards aligned to demonstrating a deeper understanding of literary or informational texts.

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

- Based on the Teachers College Reading and Writing Project assessments, as well as iReady, myOn and specific assessments for *Superkids*, *Wonders*, and *Expeditionary Learning* (as appropriate for each grade), teacher teams focus on reviewing, analyzing, and interpreting all 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.
- Teachers and students apply checklists and task-specific rubrics to assess student performance. Teachers record conference notes to track growth during independent and guided reading at levels one to two levels above ability.
- Authentic checks for understanding and higher order thinking questions will be conducted throughout the lessons to facilitate the gradual release of responsibility and support differentiated methods of instruction.
- Horizontal and vertical alignment meetings and planning involving close study of grade level standards, leading to thorough curriculum maps aligned to standards and reflective of ELA instructional shifts.
- RTI cycles, after school STEMulation program, and Saturday academy which will begin in January 2015 to provide small group instruction and intervention.

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

- The data specialist provides the teachers with updated data regarding the students' reading levels after coaches complete the initial running records assessments. Teachers can also access individual and class-wide data via iReady and myOn, and conduct interim running records assessments. Teachers submit assessment data to Skedula system to enable administrators, data specialist, and teacher teams to work together 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. **Academic intervention teachers push into classrooms to reduce student to teacher ratios to no more than 16:1.** Related service providers push in and/or 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 and magnet specialists, also provide teachers with additional support in organizing and crafting lessons.
<http://superkidsreading.org>; <http://connected.mcgraw-hill.com>; <http://readingandwritingproject.com/resources/assessments>;
<https://www.engageny.org/resource/grade-5-english-language-arts>
- Teachers and coaches work together to create lessons, checklists, and rubrics that allow students to self-assess and monitor their reading habits. Teachers use conference note templates provided for teachers and other support staff by coaches to adapt according to the needs of the students in their class.
- Teachers and coaches work together to create authentic checks for understanding for each lesson. The administrators and coaches provide strategies to teachers during post-observation conferences as a result data gathered during walk-throughs. Teachers use a variety of methods to check for understanding, including the Promethean ActivBoard. <http://engageNY.org>
- Teachers, coaches, and the magnet specialist's work together to analyze programs to determine the level of alignment to the standards. Information gathered is used to create vertical alignment across all grades. Curriculum maps are stored on the school's wiki page and Rubicon Atlas system.
- Administrators, data specialist, and IEP teacher analyze data to formulate groups for RTI, afterschool, and Saturday small group instruction.

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

- TCRWP independent reading level benchmarks; conference notes; skill pre- and post-tests; unit and benchmark assessments; iReady and myOn cycles
- Task-specific, standard-aligned rubric-based glow/grow comments provided by both students and teachers; conference note logs
- 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.
- Periodic evaluation by coaches of curriculum maps and/or unit plans
- TCRWP independent reading level benchmarks; LLI running record assessments; iReady assessments

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

- TCRWP assessments are given four times yearly: September, January, March, and June. *Superkids*, *Wonders*, and *Expeditionary Learning* assessments occur regularly. There are pre- and post-skill tests, as well as unit and benchmark assessments ongoing throughout the year. *Superkids*, *Wonders*, and *Expeditionary Learning* were implemented in September for the duration of the school year. *Foundations* has been used since September as teachers and specialists see fit.
- Checklists, rubrics, and conference notes are used for assessment across all reading projects and activities continuously throughout the year.
- Authentic checks for understanding are conducted multiple times during daily lessons throughout the year.
- Horizontal and vertical alignment meetings occur monthly beginning in December and continue throughout the year.
- RTI cycles began in November and are ongoing throughout the school year. After school cycles run October-December, January-March, and April-June. Saturday academy will be held January-March.

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

- 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. Fifth grade students use *Expeditionary Learning*. 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 small group instruction in the lower grades. Teachers receive regular professional development, as well as formal and informal observations. Teach Boost is used to record formal and informal observations by administration, as well as walk-throughs by coaches, to allow teachers, instructional leaders, and administration to communicate about different strategies to improve instruction. Instructional leaders facilitate professional learning in order to enhance teacher performance and the implementation of core curriculum. Coaches and mentors conduct regularly scheduled classroom visits, walk-throughs, and follow-up meetings with teachers to discuss and develop curriculum, reflect on lessons, and devise strategies for future units. Literacy, writing, and magnet specialists lead summer and weekly in-service and per-session professional development, as well as model lessons.
- 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 walk-throughs. The after school and Saturday academic intervention programs will be provided to students to build necessary skills and application strategies needed in literacy. Conference notes are used to determine next steps and inform instruction.

3. Authentic checks for understanding will be conducted throughout the lessons to facilitate the gradual release of responsibility method of instruction as necessary and appropriate. 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.
4. Professional learning and work times are built into the weekly schedule after dismissal on Mondays and Tuesdays. Teacher teams have daily common preps.
5. Coaches, magnet specialist, data specialist, IEP teacher are utilized to provide RTI instruction. Fountas and Pinnell's *Leveled Literacy Instruction* and *Foundations*, as well as iReady, are utilized during the RTI block.

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).

- On the last Friday of every month a school wide newsletter is distributed to each student that details by grade what content and standards are being taught. Teachers discuss what the end product of an activity will look like and parents are provided with strategies on how to support these skills at home.
- Students are provided with a progress report that is generated through Pupil Path (Skedula) at the end of every month so that parents can monitor their child's progress on a frequent basis. Pupil path is an online communication tool and grade system that allows parents to access information about student assignments, performance on tasks and overall grades. Parents can log-in and see their child's progress in real time as this site is updated by teachers daily. Parents also have the ability to communicate with their child's teacher and receive additional resources and support as needed.
- Opportunities for parent engagement are offered every Tuesday afternoon from 2:20 to 3:00. Parents can arrange conferences with teachers, coaches, administrators and our parent coordinator who hosts a minimum of 2 parent forums each month.
- Parent volunteer trainings are conducted on a regular basis by the parent coordinator. Once a parent completes the 45 minute parent training, they are allowed to participate in our parent volunteer activities throughout the school. Parents support the students and teachers by being present for morning entry, assisting with activities during the lunch periods and supporting classroom projects with teachers.
- New to our school this year is our Parent Exploratorium. This is an opportunity for parents to not only visit the school and see the classrooms while instruction is taking place, but parents are given an aspect of our instructional focus to better understand what administrators are looking for when observing classrooms. A learning walk protocol was established for parents, and they participate in the protocol training prior to participating in the Parent Exploratorium.
- Teachers communicate with parents via Pupil Path, utilizing anecdotes, letters, progress reports, and assessment notifications. Parents receive Skedula information via PupilPath push notifications on their mobile devices or by logging in to the PupilPath website.
- Monthly family nights are held with a subject-specific focus. Parents are given activities to do as a family at home and strategies to strengthen their children's skills.
- 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. This summary also provides book titles for students to read that is aligned to their grade level and strategies to support continued progress for each assessment.
- *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. <http://myON.com> offers a digital library of leveled reading materials that students can read independently, hear words and definitions, and take assessments in the upper grades. Parents, teachers and administrators can view student progress and celebrate a child's success. <http://i-Ready.com> provides differentiated learning activities for students and a way for parents to track their children's progress via charts and reports.

- Progress reports after each unit are sent home to parents/guardians.
- Parents can follow our Instagram account and visit our school website to stay current with the latest school activities.

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

As a Title 1 School Wide Program School, we utilize Conceptual Consolidation by combining federal, state, and local funds such as; Title 1, Title 2 , Title 3, Tax Levy Fair Student Funding and other available resources such as Citywide Instructional Expectations, to carry out our instructional strategies/activities to achieve this goal. By combining our fiscal and human resources we are able to implement the following program components of this goal in fiscal year 2014-2015:

- NYSTL funds will be used to purchase a digital online library that students have access to in school and at home.
- Title I for Teacher per session for parent teacher sessions and workshops, reading nights, family literacy nights and weekends.
- Title 1 Parent Workshops on Citywide Instructional Expectations
- Teacher per session for collaborative professional learning workshops
- Per Diem for classroom inter/intra-visitations to support data inquiry and instructional best practices for intervention and support for students with disabilities and ELL's.
- Title 1 funds for parents workshops to build capacity among families and communities to support student growth
- Curriculum and Staff Development consultant(s): In Our Best Interests for curriculum planning, program implementation, professional development and administrative training.
- Title I money used to support school wide reading campaign initiative to support increased reading frequency and increase reading stamina for students.
- 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.
- 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.
- There is also additional Title I money for highly qualified staff.
- Federal magnet 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 2015, 75% By June 2015, 65% of students in grades K-5, including students with disabilities and English Language Learners will meet or exceed their math proficiency levels by accurately solving problems that relate to arithmetic patterns and operational properties, and place value; as measured by end of unit assessments and common grade level 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.

Students took a NYC common core aligned performance task measured against a standardized rubric in Fall 2014. Based on the scores below, the need to focus on performance tasks that measure problem solving and critical analysis ability was identified.

MATH

	Level 1	Level 2	Level 3	Level 4
Kindergarten	100% - 84	0%	0%	0%
Grade 1	100% - 76	0%	0%	0%
Grade 2	99% - 104	0%	<1% - 1	0%
Grade 3	100% - 88	0%	0%	0%
Grade 4	100% - 83	0%	0%	0%
Grade 5	100% - 60	0%	0%	0%

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. Analyze subject-specific assessments, projects, and performance task data to notice trends that determine next steps and formulate action plans
2. Students engage in rich, content-based problem/project-based learning and student-led inquiry integrated across all subject areas to promote critical thinking and problem solving. Embedded within units will be practice of basic operation skills and close reading skills with an emphasis on math vocabulary and comprehension of related questions within real world scenarios. Classes such as art, technology and STEM will have a focus on utilizing the engineering design process.
3. Horizontal and vertical alignment meetings and planning involving close study of grade level standards, leading to the development of unit maps aligned to identified priority standards.
4. Teachers develop and use differentiated tasks based on students' level of understanding.
5. Based on student diagnostic information, teachers will incorporate mathematical problem solving centers during the first period L.E.Go enrichment and/or math periods.

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

1. Instructional coaches and school data specialists will support inquiry through professional learning time to analyze trends and find resources to support next steps.
2. Teachers and para-professionals plan strategize and implement individualized lessons that are differentiated to meet the varied needs of our students. The mathematics instructional coach, the magnet resource specialist and STEM curriculum specialists meet with teachers regularly to support planning of instruction that supports the engineering process and developing real world situations and problems to facilitate questioning and discussion between students and also to the teachers.
3. Teachers and coaches and other instructional support staff such as the data specialist, IEP teacher and ESL teacher work along with administrators to support common planning across a grade based on data trends established in vertical alignment meetings. Teachers from all grades are represented and the focus is on priority standards and outcomes of the curriculum.

4. Teachers and coaches work together to create lessons, checklists, and rubrics that allow students to self-assess and monitor their reading habits. Coaches provide conference note templates for teachers and paraprofessionals, who are free to adjust them according to the needs of the students in their class. Teachers and coaches work together to create authentic checks for understanding for each lesson. The administration and coaches provide strategies to teachers through post-observation and walk-through feedback. Teachers use a variety of methods to check for understanding, including the Promethean ActivBoard. <http://engageNY.org>

5. Administrators, data specialist, and IEP teacher analyze data to formulate groups for RTI, afterschool, and Saturday small group instruction.

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

1. Pre and posttest benchmarks from GoMath chapter assessments; conference notes; formative assessments and checks for understanding; unit and benchmark assessments; iReady and newly introduced Dreambox interactive math program.
2. Task-specific, standard-aligned rubric-based glow/grow comments provided by both students and teachers; conference note logs
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. Periodic evaluation by coaches of curriculum maps and/or unit plans
5. Teachers created Individual Class Action Plans (ICAP) plans to support monitoring progress of groups of students. iReady assessments

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

1. iReady assessments are given four times yearly: September, January, March, and June. GoMath *unit* assessments occur regularly. There are pre- and post-skill tests, as well as unit and benchmark assessments ongoing throughout the year.
2. Checklists, rubrics, and conference notes are used for assessment across all reading projects and activities continuously throughout the year.
3. Authentic checks for understanding are conducted multiple times during daily lessons throughout the year.
4. Horizontal and vertical alignment meetings occur monthly beginning in December and continue throughout the year.
5. RTI cycles began in November and are ongoing throughout the school year. After school cycles run October-December, January-March, and April-June. Saturday academy will be held January-March.

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

1. Students in kindergarten through fifth grade use the GoMath curriculum. Modifications have been made to for all grades to further support our instructional focus of differentiated instruction with appropriate scaffolds built into daily lessons. Teachers receive regular professional development which started in July 2014, as well as formal and informal observations to give evidenced based feedback. Teach-Boost is used to record formal and informal observations by administration, as well as walk-throughs by coaches, to allow teachers, instructional leaders, and administration to communicate about different strategies to improve instruction. Instructional leaders facilitate professional learning in order to enhance teacher performance and the implementation of core curriculum. Coaches and mentors conduct regularly scheduled classroom visits, walk-throughs, and follow-up meetings with teachers to discuss and develop curriculum, reflect on lessons, and devise strategies for future units. Math, literacy, writing, and magnet specialists lead summer and weekly in-service and per-session professional development, as well as model lessons.
2. 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. Coaches and lead teachers will provide teachers with support through classroom walk-throughs. The after school and Saturday academic intervention programs will be provided to students to build necessary skills and application strategies needed in literacy. Conference notes are used to determine next steps and inform instruction resources to support teachers in developing the checklists and task specific rubrics are the common core standards grade specific performance indicators and the Mentoring Minds questioning and discussion instructional rings and assessment supports.
3. Authentic checks for understanding will be conducted throughout the lessons to facilitate the gradual release of responsibility method of instruction as necessary and appropriate. 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. 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. Professional learning and work times are built into the weekly schedule after dismissal on Mondays and Tuesdays. Additional professional learning time for administrators and the instructional cabinet is provided through the principals New York City Leadership Academy mentor coach and through educational consultant to the school to support administrators vision of developing a standards based approach to address thinking and surfacing gaps present in

student learning. Teacher teams have daily common preps. The professional learning time on Mondays (80 minutes) is used to support instructional practice, continued development of the standards and curriculum, inquiry on student work and additional targeted supports based on trends in student data. The professional time for teachers on Tuesday's has been devoted to support teachers in teacher team cycles: there are vertical alignment teams, horizontal grade teams, and committees to support our instructional focus in various elements of school life in and out of the classrooms. With network support teachers are participating in learning cohorts for grades k-5 to support mathematics instruction across the grades which in turn supports vertical planning around focus standards.

5. Coaches, magnet specialist, data specialist, IEP teacher are utilized to provide RTI instruction on a daily basis. GoMath, and varied aspects of the LEGO education curriculum as well as iReady, are utilized during the RTI block.

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).

- On the last Friday of every month a school wide newsletter is distributed to each student that details by grade what content and standards are being taught. Teachers discuss what the end product of an activity will look like and parents are provided with strategies on how to support these skills at home.
- Students are provided with a progress report that is generated through Pupil Path (Skedula) at the end of every month so that parents can monitor their child's progress on a frequent basis. Pupil path is an online communication tool and grade system that allows parents to access information about student assignments, performance on tasks and overall grades. Parents can log-in and see their child's progress in real time as this site is updated by teachers daily. Parent's also have the ability to communicate with their child's teacher and receive additional resources and support as needed.
- Opportunities for parent engagement are offered every Tuesday afternoon from 2:20 to 3:00. Parents can arrange conferences with teachers, coaches, administrators and our parent coordinator who hosts a minimum of 2 parent forums each month.
- Parent volunteer trainings are conducted on a regular basis by the parent coordinator. Once a parent completes the 45 minute parent training, they are allowed to participate in our parent volunteer activities throughout the school. Parents support the students and teachers by being present for morning entry, assisting with activities during the lunch periods and supporting classroom projects with teachers.
- New to our school this year is our Parent Exploratorium. This is an opportunity for parents to not only visit the school and see the classrooms while instruction is taking place, but parents are given an aspect of our instructional focus to better understand what administrators are looking for when observing classrooms. A learning walk protocol was established for parents, and they participate in the protocol training prior to participating in the Parent Exploratorium.
- Teachers communicate with parents via Pupil Path, utilizing anecdotes, letters, progress reports, and assessment notifications. Parents receive Skedula information via PupilPath push notifications on their mobile devices or by logging in to the PupilPath website.
- Monthly family nights are held with a subject-specific focus. Parents are given activities to do as a family at home and strategies to strengthen their children's skills.
- GoMath performance summaries are sent home at the end of the unit assessment so that the parents have the opportunity to review their children's progress. This summary also provides book titles for students to read that is aligned to their grade level and strategies to support continued progress for each assessment.
- *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. <http://myON.com> offers a digital library of leveled reading materials that students can read independently, hear words and definitions, and take assessments in the upper grades. Parents, teachers and administrators can view student progress and celebrate a child's success. <http://i-Ready.com> provides differentiated learning activities for students and a way for parents to track their children's progress via charts and reports.
- Progress reports after each unit are sent home to parents/guardians.
- Parents can follow our Instagram account and visit our school website to stay current with the latest school activities.

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	Title IA	x	Title IIA	x	Title III	Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.									
<p>As a Title 1 School Wide Program School, we utilize Conceptual Consolidation by combining federal, state, and local funds such as; Title 1, Title 2 , Title 3, Tax Levy Fair Student Funding and other available resources such as Citywide Instructional Expectations, to carry out our instructional strategies/activities to achieve this goal. By combining our fiscal and human resources we are able to implement the following program components of this goal in fiscal year 2014-2015:</p>									
<ul style="list-style-type: none"> • Title I money is used to hire a reading, writing and math coaches and to provide staff development. • Title 1 and NYSTL funds will be used to purchase school-wide assessments to monitor student progress over the course of the school year. • Teacher per session for parent workshops • Title 1 Parent Workshops on Citywide Instructional Expectations • Teacher per session for collaborative professional learning workshops • Per diem for classroom inter/intra-visitations • Title 1 funds for parents workshops to build capacity among families and communities to support student growth • 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. • 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 2015, 84% of teachers will ensure improvement in student performance by effectively designing coherent differentiated instruction, improving their use of high-level questioning and discussion techniques, and using assessment in instruction as evidenced by the improved quality of their lessons plans; the improved quality of lesson delivery; the adjustments of units and lessons as reflected in their individual growth documented in ADVANCE.

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.

In June 2014, 77% of current teachers demonstrated effective practices as evident by their Advance rating. Data analysis of the end of the year student assessments and state test scores identified grade-wide trends and deficits. On reflection of this data, the instructional team determined that these trends and deficits were a reflection of gaps in the curriculum that could be supported specifically by teacher teams.

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. Weekly relevant targeted professional learning conducted by administrators, coaches, and teachers.
2. Teachers modeling highly effective best practices for inter-visitations and learning walks, with follow-up debriefs and immediate feedback after all visits.
3. Create or modify unit plans with teacher teams and/or coaches and magnet specialists during preps and/or curriculum writing workshops, working to implement and design assessments at strategic points throughout the year.
4. Analyze data from pre-assessments and checks for understanding to inform flexible groupings for differentiated instruction, and use students' prior knowledge to help scaffold questions. Direct instruction for use of various checklists (discussion, group work, content-specific).
5. Regularly scheduled grade-level and inquiry meetings; clear and consistent communication amongst teacher teams, administration, instructional cabinet, and individuals to focus on the use of information gathered during inquiry meetings, to discuss trends in ICAP documents and Teacher Improvement Plans (TIP)

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

1. Based on trends found in student work, coaches, instructional cabinet members, and teachers create pertinent professional development sessions during Monday's professional development time to inform teachers of the best practices in designing coherent instruction, developing appropriate scaffolded questions and discussion prompts, and using various modes of assessment. These professional development sessions derive from the Common Core Library that focus on specific components of the Danielson Framework. <http://engageNY.org> Teachers will also review and use information from the Effective and Highly Effective columns in the Danielson Framework as they plan their lessons.
2. Grade leaders, effective and highly effective teachers, coaches, and instructional cabinet members model lessons as requested and lead learning walks. Administration coordinates scheduling of learning walks. 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.
3. Teacher teams, coaches, and instructional cabinet members work together during Tuesday afternoon's planning meetings as well as during daily common planning preparation periods to modify unit plans. Teams work together to develop higher-order thinking and questioning skills embedded into lesson plans, differentiated lessons, graphic organizers, tiered tasks, performance tasks, incorporate authentic checks for understanding and assessments throughout each lesson. Develop 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. Vertical alignment meetings are held monthly with coaches and teacher-teams to show how units are coherent vertically across grades. Per-sessions opportunities are provided for teachers to work with magnet specialists to create PBL units.
4. Data specialist provides teachers with data from assessments. During teacher-team and inquiry meetings, teachers analyze student data to identify trends and determine next steps through differentiation, small group instruction, and future planning. Teachers use the Hess Rigor Matrix, DOK to plan their questions and collect conferencing notes during classroom discussions, both whole class and small group, as well as during guided and independent reading and provide students with actionable feedback. Students will continue to use accountable talk prompts posted in the classroom to initiate discussions. Teachers provide students, e.g., ELL and SWDs, with written questions, prompts, and task cards.

5. Coaches and instructional support staff set up meetings with teacher teams to discuss and plan units based on trends found during inquiry meetings focusing on student work. Coaches and mentors conduct regularly scheduled classroom visits and follow-up meetings with teachers to discuss and develop curriculum, reflect on lessons, devise strategies for future units. The principal provides strategies to teachers through post-observation feedback and a weekly newsletter is sent to teachers advising them of upcoming professional development sessions to meet the needs of the staff.

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

1. Administration will conduct observations and coaches will conduct classroom visits to determine the effectiveness of professional development that was provided and what areas of need should be the focus of upcoming professional development sessions using Danielson rubric.
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. 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.
4. Administration will conduct observations and coaches will conduct classroom visits to determine the effectiveness of professional development that was provided and what areas of need should be the focus of upcoming professional development sessions using Danielson rubric.
5. 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. Administration will conduct observations and coaches will conduct classroom visits to determine the effectiveness of professional development that was provided and what areas of need should be the focus of upcoming professional development sessions using Danielson rubric.

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

1. Professional development sessions provided every Monday commenced in September 2014 and will continue throughout the year.
2. Classroom inter-visitations and learning walks began in December and will continue throughout the year.
3. Teacher teams meet every Tuesday afternoon, as well as during daily common planning periods throughout the school year.
4. Ongoing through all lessons in all disciplines daily throughout the school year.
5. Observations commenced in September and will continue throughout the year. Coaches hold meetings bi-monthly.

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. Teach-Boost 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 professional learning 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.
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, and other instructional coaches lead summer and weekly in-service professional development (as applicable), as well as model lessons. Coaches and lead teachers provide teachers with support through classroom inter-visitation. Administration and coaches evaluate teacher practices. Timely class visitation reflections and feedback. Minutes are kept and uploaded to the school's wikispaces for reference. All teachers in grades pk-5 have resident artists to support innovative, engaging instruction through the arts in ten week cycles. Teachers in grade 4 also engage in a year-long residency with City Parks foundation to support content instruction in science with multiple entry points to a lesson to support student engagement.
3. All teachers in each grade have been scheduled to allow for common planning time daily. Tuesday afternoons have professional work time built in for grade conferences, committees, vertical and horizontal alignment meetings. Per-session opportunities are available for curriculum planning, writing, and revision. All meeting minutes are kept and uploaded to the school's wikispace for reference.
4. All teachers in each grade have been scheduled to allow for common planning time daily. Tuesday afternoons have professional work time built in for grade conferences and inquiry work. 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 as necessary. 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.

- All teachers in each grade have been scheduled to allow for common planning time daily. Tuesday afternoons have professional work time built in for grade conferences, committees, vertical and horizontal alignment meetings. Per-session opportunities are available for curriculum planning, writing, and revision. All meeting minutes are kept and uploaded to the school's wikispace for reference. Weekly bulletin posted to wiki prior to start of work week to inform staff of pertinent information for the upcoming week.

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).

- Parent forums are scheduled monthly in the morning and/or evening and PTA meetings provide an opportunity for teachers 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.
- Parent engagement is offered every Tuesday afternoon from 2:20 to 3:00. Parents can arrange conferences with teachers or engage in parent workshops with the parent coordinator.
- Parent training on learning walk protocols has been conducted to support parent walk throughs during the monthly Parent Exploratorium.
- Teachers communicate with parents via Skedula, utilizing anecdotes, letters, progress reports, and assessment notifications. Parents receive Skedula information via PupilPath push notifications on their mobile devices or by logging in to the PupilPath website.
- Monthly family nights are held with a subject-specific focus. Parents are given activities to do as a family at home and strategies to strengthen their children's skills.
- 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. <http://myON.com> offers a digital library of leveled reading materials that students can read independently, hear words and definitions, and take assessments in the upper grades. <http://i-Ready.com> provides differentiated learning activities for students and a way for parents to track their children's progress via charts and reports.
- Progress reports after each unit are sent home to parents/guardians.
- Parents can follow our Instagram and Twitter accounts to stay current with the latest school activities.
- 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	Title IA	Title IIA	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

As a Title 1 School Wide Program School, we utilize Conceptual Consolidation by combining federal, state, and local funds such as; Title 1, Title 2, Title 3, Tax Levy Fair Student Funding and other available resources such as Citywide Instructional Expectations, to carry out our instructional strategies/activities to achieve this goal. By combining our fiscal and human resources we are able to implement the following program components of this goal in fiscal year 2014-2015:

- Title I money is used to hire a reading, writing and math coaches and to provide staff development.
- Title 1 and software money will be used to purchase school-wide assessments to monitor student progress over the course of the school year.
- Teacher per session for parent workshops
- Title 1 Parent Workshops on Citywide Instructional Expectations
- Teacher per session for collaborative professional learning workshops

- Per diem for classroom inter/intra-visitations
- Title 1 funds for parents workshops to build capacity among families and communities to support student growth
- 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.
- 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 2015, 80% of parents will have engaged in informational session that focus on developing their understanding/expectations of the school's instructional focus, the implications of Common Core Learning Standards and parents role in promoting/supporting their child(ren)'s success in learning.

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.

During the school year of 2013-2014, our parent response rate for the NYC school survey was 46% (166 parent surveys returned).

Year	Response Rate
2012	44%
2013	55%
2014	46%

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. Providing volunteer trainings and opportunities for parents to become involved in all aspects of school community, including learning walk trainings to prepare for the First Fridays Parent Exploratorium.
2. Robust and consistent communication with parents in their preferred language. Trainings, workshops and meetings with the parent coordinator, weekly Tuesday parent engagement block, PupilPath messages and push notifications, monthly Bedell Street Bugle newsletter, monthly PTA and SLT meetings, and parent-teacher conferences four times per year.
3. Monthly Family Nights and Open House for current and prospective parents to visit the school and tour the school.
4. PupilPath trainings for parents and incentivizing its use.
5. Parents can enter contest(s) to win a variety of prizes once survey is completed.
6. Monthly Principal's Town Hall Meeting with parents
7. Planning and conducting parent workshops to share the schools overall goals and the implication of the Common Core Standards

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

1. Parent Coordinator, magnet resource specialist, STEM curriculum specialist, district 28 magnet recruitment liaison, teachers and administrators
2. School Based Support Team, guidance counselor, teachers, parent coordinator, PTA president, teachers and administrators
3. Parent Coordinator, magnet resource specialist, STEM curriculum specialist, district 28 magnet recruitment liaison, teachers and administrators
4. Teachers and instructional support staff, parent coordinator, teachers and administrators
5. Parent coordinator

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

1. Feedback from learning walks, attendance sheets
2. Feedback from meetings, training, growth in attendance at each event.
3. Log-in and usage data for Pupil Path
4. Comparison of last year's participation data
5. Attendance and feedback from principal town hall meetings, PTA and SLT meetings

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

1. Learning walks take place the first Friday of every month. Training takes place every Tuesday in October and bi-weekly every month from November through June 2015.
2. Monthly and bi-weekly
3. Pupil Path Trainings take place once per month and at every parent teacher conference.

4. Contests will take place in Spring 2015
5. Monthly; the times rotate between morning meeting and evenings to accommodate the variety of parent schedules.

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

1. Open Houses take place once per month with a morning and evening session. Family nights are included. Presentations of student work through arts residency with Marquis Studio is presented every 10 weeks at the culmination of each residency cycle.
2. Signs
3. Email database
4. School calendar
5. School website
6. Attendance count at school functions, increased opportunities for student celebrations.
7. Exit tickets/surveys for parents

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).

8. Providing volunteer trainings and opportunities for parents to become involved in all aspects of school community, including learning walk trainings to prepare for the First Fridays Parent Exploratorium.
 9. Robust and consistent communication with parents in their preferred language. Trainings, workshops and meetings with the parent coordinator, weekly Tuesday parent engagement block, PupilPath messages and push notifications, monthly Bedell Street Bugle newsletter, monthly PTA and SLT meetings, and parent-teacher conferences four times per year.
 10. Monthly Family Nights and Open House for current and prospective parents to visit the school and tour the school.
 11. PupilPath trainings for parents and incentivizing its use.
 12. Parents can enter contest(s) to win a variety of prizes once survey is completed.
- Monthly Principal's Town Hall Meeting with parents

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

As a Title 1 School Wide Program School, we utilize Conceptual Consolidation by combining federal, state, and local funds such as; Title 1, Title 2 , Title 3, Tax Levy Fair Student Funding and other available resources such as Citywide Instructional Expectations, to carry out our instructional strategies/activities to achieve this goal. By combining our fiscal and human resources we are able to implement the following program components of this goal in fiscal year 2014-2015:

- Title I money is used to hire a reading, writing and math coaches and to provide staff development.
- Title 1 and software money will be used to purchase school-wide assessments to monitor student progress over the course of the school year.
- Teacher per session for parent workshops
- Title 1 Parent Workshops on Citywide Instructional Expectations
- Teacher per session for collaborative professional learning workshops
- Per diem for classroom inter/intra-visitations
- Title 1 funds for parents workshops to build capacity among families and communities to support student growth
- 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.
- 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.

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.

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.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

	Tax Levy	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.

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. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	RTI using Fountas and Pinnell LLI Intervention (incorporates repeated readings, writing and running record assessments)	Small group instruction (6 students per group)	each group meets twice a week during first period
Mathematics	Push-in grades k-4. Utilize GoMath! intervention, other intervention materials	Push-in class instruction. Small group instruction (usually 5 students or less)	Push-in on varied grades Service provided during double math block (90 mins). Schedule allows for a 2 day/3 day cycle between 2 classrooms.
Science	Interactive engineering, arts residency Incorporates guided reading through content	Small group, small class instruction	After-school program that meets 2 days per week. 90 minutes each session.
Social Studies	RTI-using Fountas & Pennell's Leveled Literacy Instruction program This program includes guided reading lessons through content area	Small group instruction	The service is provided during the school day. It is done two days a week during period 1 which is the students' LEGO period.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Peer-mediation, behavior intervention, responsive classroom	One to one and small group	Services are provided during the day and before/after-school as appropriate

**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 *TAS 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.			
X	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.
All newly recruited teachers are interviewed through a staff panel with representation from various aspects of the school. Our interview panel may include but is not limited to a teacher with three or more years in the school, three or more years as a teacher, a teacher completing their first-year, instructional coaches, parent coordinator or parent representative, UFT delegate and administrators. Instructional cabinet meetings and extended cabinet meetings to include teachers, guidance, UFT and safety meet frequently to discuss building issues and adjustments that may impact the quality of instruction and culture within the building. On-going support for our staff to ensure that they are highly qualified comes through learning opportunities in cohorts and professional development from our network. The principal's NYC Leadership Academy coach and educational consultant has provided learning opportunities for teachers and instructional coaches to continue to provide structured learning opportunities and support authentic inquiry.

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).
Professional development is now embedded in our Monday afternoon schedule for 80 minute sessions. These professional development sessions are based on the needs of the staff as evidenced in teacher observations, student performance data, inquiry and city-wide initiatives. Our ongoing professional development is continuous to supporting teachers, administrators, paraprofessionals and school staff to meet the essential elements of our instructional focus. Professional development is facilitated by coaches, teachers, network support, educational consultants, artist residents, curriculum coordinators and administrators to support character development, knowledge of Danielson; curriculum based instruction to support the standards and meeting the needs of all learners, inquiry, and targeted professional learning to support new mandates and initiatives. Teachers and staff members give feedback through surveys, exit tickets and 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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Please refer to budget alignment sections of the respective goals listed above.

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.).
Parent meetings with the parent coordinator, PK social worker who visits every Thursday to detail the progress of students and provide PD for parents. PK parents are included in family night's that are hosted every month as well as the school open house. The curriculum selected for PK is aligned to curriculum for our Kindergarten students and the teachers plan collaboratively with each other. The school's pupil accounting secretary along with the school based support team work collectively to ensure that all information regarding records, early intervention services, etc. are sent to a child's new school or are retrieved from the child's previous setting.

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.
Our school is a collaborative environment in which teacher teams meet regularly to review the standards, curriculum and assessments as it relates to student achievement through improved instruction. In consultation with teacher

representatives and our UFT delegate, teachers made recommendations for the Measures of Student Learning (MOSL) assessments that would be administered throughout the school year. Teachers received professional development on the assessments, the use of rubrics to score the assessments and how to use the data as a meaningful tool to improve instruction.

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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$248,970.15	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,000,389.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	18	0	2	1	0	1	0	0	0	19
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

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	
	ELL	EP	ELL	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	
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	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
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/	B	3	1	2	1	1								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- 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. [i](#)

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.

Part V: ELL Programming

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:			
Social Studies:			
Math:			
Science:			

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

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

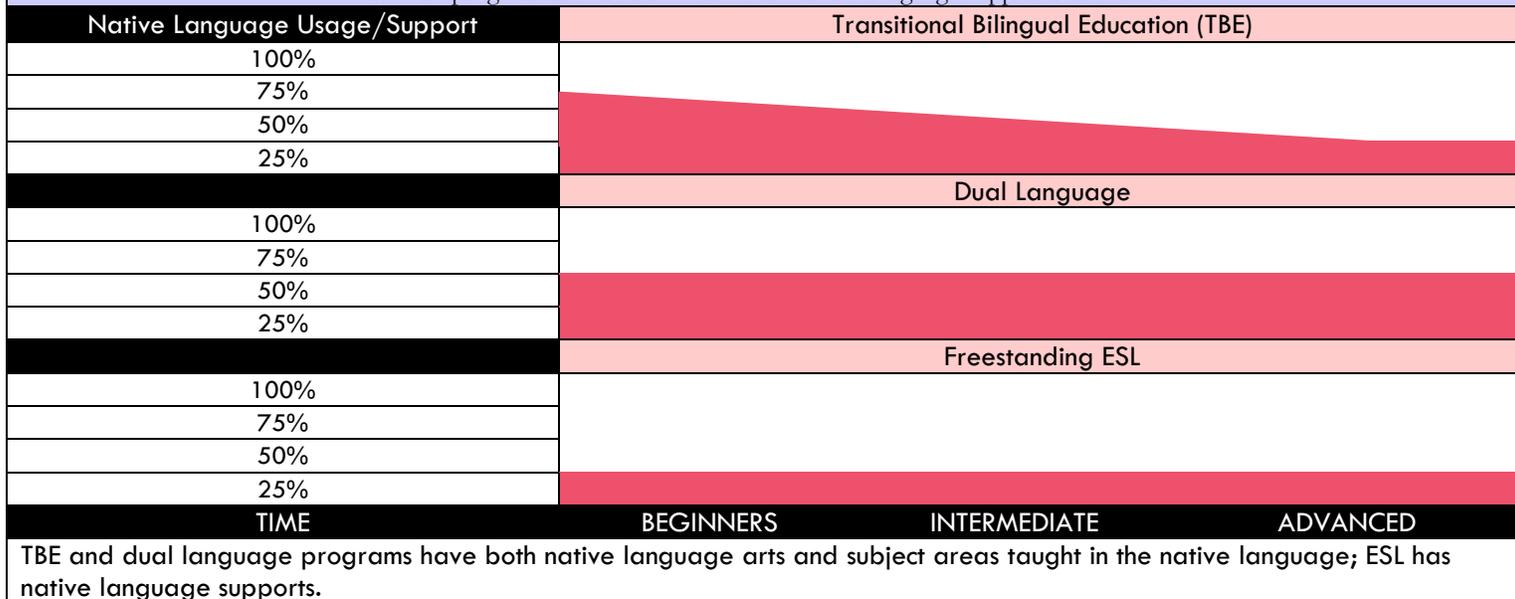
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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 to 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: <u>P.S. 354</u>		School DBN: <u>28Q354</u>	
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

Gerri 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>.