

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **28Q354**

School Name: **PS 354**

Principal: **RAEVAN ASKEW**

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: PS 354 School Number (DBN): 28Q354
Grades Served: PK - 5
School Address: 126-10 Bedell Street Jamaica NY 11434
Phone Number: 718-276-1348 Fax: 718-276-2498
School Contact Person: Raevan Askew Email Address: Raskew@schools.nyc.gov
Principal: Raevan Askew
UFT Chapter Leader: Regina Baker
Parents' Association President: Keysha Beasley
SLT Chairperson: Raevan Askew
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 28 Superintendent: Mabel Muniz-Sarduy
Superintendent's Office Address: 90-27 Sutphin Blvd. Jamaica NY 11435
Superintendent's Email Address: Msarduy@schools.nyc.gov
Phone Number: 718-557-2618 Fax: 718-557-2623

Borough Field Support Center (BFSC)

BFSC: Marlene Wilks Director: Marlene Wilks
Director's Office Address: 80-21 Rockaway Boulevard
Director's Email Address: MWilks@schools.nyc.gov
Phone Number: 917-520-6743 Fax: 718-281-3509

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Raevan M. Askew	*Principal or Designee	
Regina Baker	*UFT Chapter Leader or Designee	
Keysha Beasley	*PA/PTA President or Designated Co-President	
William Rochford	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Shanell Cummings	CBO Representative, if applicable	
Andreen Coffie	Parent member	
Danielle Adams	Teacher	
Chantel Grim	Para-professional	
Christelle Excellent	Teacher	
Heather Forde	Parent Member	
Debora Hall	Parent Member	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS 354 The STEM Institute of Queens is a magnet school that has been open for five years. As a relatively new school, PS 354 has capitalized on its Magnet funding to revise its approach to teaching and learning to primarily focus on student engagement and individualized instruction based on relevant data as the foundation for planning and inquiry throughout the school year.

We are an elementary school that is grounded in STEM studies, our students apply the rigor of science, technology, engineering and mathematics content grounded in the engineering design process while engaged in learning activities that investigate the world around them. We take a school-wide interdisciplinary hands-on approach to learning that provides access to engaging and rigorous learning opportunities and grade appropriate instruction to meet the varied needs of the learners in our school.

As our students progress through each grade, they will begin to independently integrate and and apply the engineering design cycle, understand the roles and views of STEM based career professionals and analyze real world challenges and issues that can be addressed through the application of STEM content, skills and practices of other subjects such as social studies, the arts, health and movement.

Our STEM concentration supports the schools mission and instructional focus: At PS 354 we believe that children learn best and teachers teach best when in an environment that is fully supportive of their social, emotional and academic developmental needs and when they feel safe enough to take social, academic and instructional risks. This supportive environment encourages students to engage in activities that promote interactions in partnerships and small groups. Our school wide focus will be placed on the use of on-going formative assessments to inform evidence of learning to ensure individualized instruction. Targeted questions that are designed to meet individual student needs will encourage educational arguments based on texts and other supporting evidence. Teachers will lead students to grade appropriate standards based skill and content mastery through critical thinking and analytical skills by way of project based learning experiences that promote student to student collaboration, investigation, guided exploration and active problem solving that is designed to support students in the development of creative solutions to real world situation. The shared practices of both staff and students will encompass strategic questioning, thoughtful and responsible discussion; and reflection through writing, self-assessment checklists and rubrics. We will share this progress to parents on an on-going basis and support them in engaging their children at home to strengthen these practices.

Our teaching and instructional support staff has worked to revise our curriculum planning to ensure that all lessons are appropriately aligned to the Common Core Standards and take an interdisciplinary approach to learning to support greater opportunities for application of learning. Our school has fostered partnerships with a variety of organizations to support the critical thinking skills that align themselves to STEM studies. Professional development for staff and the instructional layout for students will follow the engineering design cycle. Our school has partnered with Learning

Gardens, NY Sunworks, Project Recess, Marquis Studios, CookShop and New York Institute of Technology to support student centered learning for all children.

Over the past year our school has made considerable progress in developing teacher pedagogy from a set of beliefs of how children learn best that is informed by the instructional shifts in the Common Core Standards and framed through the Danielson Framework for teaching. How we use our resources and instructional support staff as a means to leverage student achievement has also been a success for us in this year.

As a school community that is still re-building from a major transition in leadership, there has been considerable progress maintaining a supportive environment and building on school culture, this will also be a continued area of focus in regards to strengthening family and community ties in the coming year.

Our key areas of focus for the school year will be to go deeper into our instructional focus and continue to support the instructional core across classrooms; specifically in curriculum and assessment. PS 354 is committed to consistently ensuring multiple entry points to make learning accessible for a variety of learners by enriching our ongoing use of assessment to analyze information on student learning outcomes to adjust instructional decisions at grade and classroom levels. We will use this information to create and reflect on a short list of focused, data-based goals that are tracked for progress and will be shared and understood by the entire school community.

28Q354 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	571	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		91.5%	% Attendance Rate	92.0%
% Free Lunch		81.4%	% Reduced Lunch	7.5%
% Limited English Proficient		4.6%	% Students with Disabilities	18.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.9%	% Black or African American	91.6%
% Hispanic or Latino		5.0%	% Asian or Native Hawaiian/Pacific Islander	2.3%
% White		0.2%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		0.78	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	0.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.5%	Average Teacher Absences (2013-14)	7.07
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		18.0%	Mathematics Performance at levels 3 & 4	16.1%
Science Performance at levels 3 & 4 (4th Grade)		58.2%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As a result of on-going analysis of student work samples that include but are not limited to class work and performance tasks, running records data and baseline data as measured against mid and end of year student data. Trends from school review data encouraged us to rethink our approach to planning instruction and revisit the schools method of instructional planning to support an interdisciplinary approach to content so that students will have multiple opportunities to apply standards based skills and make meaning of their learning in relevant ways. Teacher performance data revealed inconsistent practices in utilizing multiple entry points to engage learners in instruction and in utilizing scaffolding or checks for understanding for our advanced students and subgroups.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 35% of all grades K-5 students with a focus of ELL and SWD subgroups will move one level of performance in ELA and Math as measured by the pre and post MOSL Performance Task rubric.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional Learning calendar to establish and revisit teacher team protocols for reviewing and analyzing student work and lesson plans through inquiry. Teachers will also utilize a "Lesson Plan Study" protocol to support the alignment of instructional planning and student outcomes.</p>	<p>All teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Staff developer, Magnet curriculum specialist, IEP teacher, ESL teacher, admin.</p>
<p>Teachers and varied staff members will use this evidence to support monthly progress reports along with the school newsletter that identifies units of study and strategies that can be used at home to support children.</p>	<p>All teachers</p>	<p>Sept. 2015 - June 2016</p>	<p>Teachers guidance counselor, IEP and ESL teacher, parent coordinator.</p>
<p>Teachers will create Individual Class Action Plans (ICAP) to identify and develop a plan to raise achievement in struggling learners and identify strategies to support advanced and grade level students from regressing.</p>	<p>All teachers</p>	<p>Oct. 2015 - June 2016</p>	<p>Administrators, data specialist, classroom teachers, reading teacher.</p>
<p>Extended instructional cabinet meetings to analyze key elements of teacher work including classroom practice, assessment data, and student work for focused students</p>	<p>Grade leaders, Magnet resource teachers, IEP teachers, guidance counselor, parent coordinator, ESL teacher, behavior intervention teacher</p>	<p>Aug. 2015- June 2016</p>	<p>Administrators</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Our new curriculum plan was driven and created solely with the Common Core Learning Standards and content standards and thoughtfully integrate the instructional shifts to support coherence across grades and subject areas to promote college and career readiness for all students. To support this endeavor, the following resources, materials, and scheduling adjustments have been used:

- Adopt Pearson Envisions math program for all K-5 classrooms and Reading Street for grades 2-5.
- Changed from 3 instructional coaches to 1 staff developer.
- Educational Consultant – In Our Best Interest, NYC Leadership Academy
- Departmentalization for grade 5 classes.
- Traveling Tuesdays (bi-weekly departmentalization) for grade 4 classes.
- Magnet curriculum specialist, staff developer, IEP teacher, ESL teacher and data specialist to facilitate professional development and curriculum development and Project Based Learning (PBL) units and assessments.
- Professional learning books such as “Leaders of Their Own Learning”, “Strategies That Work”, “Lesson-Plan Study” and “Curriculum 2.1” to support teacher teams in professional learning communities.
- Common planning time for all grades has been incorporated into the teacher’s weekly schedules.
- 2 science lab classrooms -
- Marquis Studios
- New York Institute of Technology
- CookShop
- Learning Gardens
- Sunworks

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The progress monitoring of our curriculum will begin early in the school year and be a major aspect of our normal routines. However, we will conduct school wide data days to evaluate our progress and the overall impact of our curriculum on student achievement and make effective adjustments to meet all students’ learning needs and students are aware of their next learning steps. These data days will be conducted in October, December, February, April and June. In February we will have a mid-year school wide performance task assessment to measure our progress toward meeting this goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

School culture has always been an area of celebration among school reviews. However, as a school that is now fully realized as a PK – grade 5 school, we are pushing ourselves to foster an environment that provides increased opportunity for student voice and youth development for all students within their varied stages of development. To further meet the needs of our older students and provide opportunities for them to have multiple outlets to be represented with guidance and advisory supports. Our school currently utilizes a school-wide behavior clip chart system that is used in every classroom to promote decision making that encourages effective academic and personal behaviors. Our behavior intervention coordinator works with the guidance counselor and our social worker to create social groups that promote student voice, accountability and decision making. This year our student ambassadors began to work in classrooms and the cafeteria to help our younger children, help take care of class pets, greet parents in the morning who were dropping off students and they also participate in a principal's advisory board in which they give ideas for student activities, rewards for the school store and other means of celebrating students who are making positive decisions.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a decrease of 10% in grades K-5 students behavior incidents as measured by the school-wide Behavior Incidents Reports as compared to the 2014-2015 school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Creation of school store that will reinforce positive social and academic behaviors through school wide Positive Behavior Intervention System (PBIS). Students will work alongside staff to maintain inventory and promote student responsibility. To encourage student voice, the students will conduct on-going surveys to ensure the best product selection based on interest	All students	October 2015 – June 2016	School budget manager, science teacher, behavior intervention coordinator, school aides, parent volunteers
Student clubs and committees with students selecting their clubs will include but are not limited to student government, fashion club, chess, gardening, art, dance, robotics and Legos.	All students	October 2015 – June 2016	All students and staff will participate. Parent volunteers welcomed
Staff will participate in Responsive Classroom, Restorative approaches, Life Space Crisis Intervention (LSCI) and peer mediation training to include additional ways to reinforce positive social, emotional and academic interactions between students and adults.	All students	August 2015- June 2016	Teachers, paras, SBST, guidance, school leaders and students
Monthly family activities and workshops that include but are not limited to Parent Exploratorium, CookShop, Tuesday Parent engagement meetings, Principals Town hall, program celebrations through Marquis Studio and STEMulation program with NYIT.	All student and parents	September 2015-June 2016	Teachers, paras, parent coordinator, magnet resource specialist, CBO's guidance school leaders

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • Young Debaters Program • Behavior Intervention Coordinator • Safe Space (community based organization) • Cook Shop • Marquis Studio
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- Traveling Tuesday (Bi-weekly departmentalization for grade 4)
- 5th grade general education and Integrated Co-Teaching Class will be fully departmentalized
- Entertainers for Education
- Learning Gardens
- School Store – PBIS system
- School budget manager
- Student Clubs – infused in weekly schedule
- Basketball team

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Progress monitoring of school culture will begin early in the school year with outreach beginning to parents in August 2015, However as a part of our routines to evaluate systems and progress to determine next steps, evaluations will take place in October, December, February and June. During these review points and in February 2016 we will review the number of occurrences submitted by teachers and in OORS to compare to last years data.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

After a review of teacher observation data and a detailed item analysis of student performance data we have restructured our use of administrative time on Tuesdays and during the work week to embed vertical and horizontal planning meetings. Feedback from 2015 Principal’s Practice Observation identified a need to strengthen the protocols and systems in place to support teacher team collaboration through inquiry and reflection of lessons. Teachers will also be supported with using data to support instructional decisions in planning.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers in teacher teams will collaboratively use research based strategies and higher order thinking questions to create, refine and implement common core driven units of study and performance tasks to improve instruction and increase student engagement as measured by three project based learning units per grade.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Curriculum planning and on-going professional development to support teacher understanding of the Common Core Learning Standards. For each grade teachers developed an instructional calendar that provided an opportunity to</p>	<p>All teachers</p>	<p>May 2015 June 2016</p>	<p>Administration, staff developer, Magnet Curriculum specialist, data specialist, IEP teacher, ESL</p>

introduce and assess each grade level standard at least two times before January 2016.			teacher, grade leaders and classroom teachers.
To address the needs of students with disabilities, English language learners and our more advanced students, teachers will participate in vertical and horizontal grade team meetings to regularly assess the rigor of curriculum and tasks by using protocols to analyze student work and the Tri States Rubric.	All teachers	Aug. 2015 - June 2016	All classroom teachers and instructional support staff.
Provide on-going professional development to foster an understanding of what rigor and planning for cognitive engagement look like within our school community. Teachers will also conduct a lesson-plan study and classroom intervisitations concrete examples of these best-practices within the school.	All teachers	Sept. 2015 - June 2016	All classroom teachers, Magnet curriculum specialists, staff developer and administration
Continued implementation of our PS 354 Parent Exploratorium. During these parent workshops, parents are introduced to the expectations for teaching and learning in the classroom and are guided through a norming protocol to ensure an equitable lens when visiting classrooms. Parents are then provided with an opportunity to visit randomly selected classrooms throughout the day to look for evidence of these expectations and provide feedback for the staff and learn ways to support their children at home based on their observations.	All teachers and parents	October 2015 - June 2016	Parent Coordinator, Magnet Resource Specialist, Staff developer and administration.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Administrators, Data Coach, IEP teacher, Staff developer, Grade Leaders, Magnet curriculum specialist and resource specialist. • Common Planning Time • Use of Wiki-spaces and Google docs to support inquiry work and reflective planning • DataCation • Varied school teacher committees including a data team • In our Best Interest and NYC Leadership Academy Educational consultants • Professional learning books such as “Leaders of Their Own Learning”, “Strategies That Work”, “Lesson-Plan Study” and “Curriculum 2.1” to support teacher teams in professional learning communities. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The progress monitoring of our curriculum will begin early in the school year and be a major aspect of our normal routines. However, we will conduct school wide data days to evaluate our progress and the overall impact of our curriculum on student achievement and make effective adjustments to meet all students' learning needs and students are aware of their next learning steps. These data days will be conducted in October, December, February, April and June.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Our school’s instructional focus is centered in student engagement. We will continue to build on this focus by strengthening our reflection of lesson plans and through the continued development of our Common Core Learning Standards driven curriculum for skill and content in grades k-5. To ensure that instruction and tasks are modified based on data analysis to support students in meeting the expectation of the CCLS, school leaders will continue to enhance their systems to review and analyze lesson plans and student work.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 90% of teachers will increase on level of performance in the component 3c: Engaging Student in Learning as measured by the Danielson Framework of Teaching Rubric as compared with the pre and post teacher observation rating in the Advance system.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Meetings with extended cabinet to identify indicators of success to evaluate the school’s instructional core and use those findings to articulate examples of strengths, areas of need and clear next steps for adjustments.	Grade leaders, instructional support staff, administrators	June 2015- June 2016	School Leaders
Identify and leverage a focused set of data-based goals to drive coherence against initiatives and integrate the analysis of student work and data into feedback cycles.	Teachers and parents	September 2015-June 2016	School Leaders
Systematize tracking of low inference observations that are aligned to the Danielson Framework to build a shared understanding of effective teaching that uses feedback to monitor growth over time and identify needs	Teachers	September 2015 – June 2016	School Leaders, staff developer
Establish successful partnerships and feedback venues with families to improve student outcomes	Teachers / parents	September 2015 – June 2016	School leaders, parent coordinator, magnet resource specialist

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Administrators, Data Coach, IEP teacher, Staff developer, Grade Leaders, Magnet curriculum specialist and resource specialist. • Common Planning Time • Classroom Intervisitations • Use of Wiki-spaces and Google docs to support inquiry work and reflective planning • DataCation

- Varied school teacher committees including a data team
- In our Best Interest and NYC Leadership Academy Educational consultants
- Professional learning books such as “Leaders of Their Own Learning”, “Strategies That Work”, “Lesson-Plan Study” and “Curriculum 2.1” to support teacher teams in professional learning communities.
- Marquis Studios
- Learning Gardens
- CookShop
- United Skates of America

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The progress monitoring of our curriculum, professional learning plan and teacher observations will begin early in the school year and be a major aspect of our normal routines. However, we will conduct school wide data days to evaluate our progress and the overall impact of our systems on student achievement and make effective adjustments to meet all students’ learning needs and ensure that students and teachers are aware of their next learning steps. These data days will be conducted in October, December, February, April and June. In February teachers will take a mid-year self assessment to compare their reflections to their baseline assessment conducted in October 2015. Teachers will also review their progress in their observations as identified in Advance.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As a new and consistently growing school we are constantly striving to increase our opportunities to create and strengthen collaborative relationships with our families. As we grow, we are also looking to build new relationships with our community. We have been striving to create opportunities that allow and support the voices of our parents who are unable to come to the building. Our school currently utilizes Pupil Path (a school wide system that provides parents with immediate feedback about their child’s academic, social and behavioral progress), our school website, teacher emails, Twitter and Instagram to create an open line of communications between the school and home. Our guidance counselor and parent coordinator co-facilitate workshops and CookShop sessions for parents. Our parent coordinator and magnet specialists also co-facilitate monthly Parent Exploratorium’s that give parents an opportunity to tour the school, visit classrooms, and volunteer. We also created partnerships this year with CBOs such as NYIT, New York Cares, Marquis Studios, and City Parks Learning Gardens. These partnerships have helped us to increase our parent involvement in schools and our impact on the community.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be an increase of 40% of parents that will develop a collaborative partnership with school as measured parent attendance log in school wide events, workshops and monthly PTA meetings.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Skedula is an online program that allows teachers to input student grades and anecdotal records. Parents are able to get immediate access to student grades, class events, and school activities. Teachers and parents are also able to communicate through a message system. Parents can easily access this program through their smart phone, laptop or tablet. They can receive alerts through their email and text when the classroom teacher has updated information about their child.</p>	<p>All parents</p>	<p>September 2015-June 2016</p>	<p>Data specialist, administration, teachers, parent coordinator, guidance counselor, SBST</p>
<p>Weekly workshops are provided for parents about instruction and strategies for helping their child. Special workshops for subgroups (SWD and ELLs) conducted to educate parents on the special needs of their learners. CookShop workshops are provided for parents once a month to support healthy and less costly eating habits. Parents are invited into the building to cook new recipes and eat the results. Children are exposed to the program through science class resulting in communication between parents and their children about what they learned.</p>	<p>All parents and student</p>	<p>October 2015-May 2016</p>	<p>Parent coordinator, guidance counselor, teachers</p>
<p>Our Parent Exploratorium invites parents to come to the building once a month, tour classrooms on specific grades and ask questions and learn about our building and the learning. Parents are invited to volunteer in classrooms and participate in STEM events throughout the year.</p>	<p>All parents</p>	<p>September 2015-June 2016</p>	<p>Parent coordinator, guidance counselor, STEM team, teachers</p>
<p>Our Parent Exploratorium invites parents to come to the building once a month, tour classrooms on specific grades and ask questions and learn about our building and the learning. Parents are invited to volunteer in classrooms and participate in STEM events throughout the year.</p>	<p>All parents</p>	<p>September 2015-June 2016</p>	<p>Teachers, students, artists, paraprofessionals.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> o Skedula o Tuesday Parent Engagement

- o CookShop
- o Marquis Studios
- o Learning Gardens
- o Sun Works
- o iReady
- o MyOn
- o Dreambox
- o Google Classroom
- o Class Pets
- o Parent Exploratorium
- o STEMulation after school program
- o Safe Space Beautiful Me Program- Ms. Morillo
- o Career Week
- o College Week
- o NYIT
- o Book of the Month
- o Book Fairs
- o Assemblies- Math, Spelling, Science Fair,
- o NY Cares, Mobile Dentist

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The progress monitoring of our family and community engagement will begin in September. We will review the attendance at weekly and monthly family events as well as use of our online programs on a monthly basis to determine the impact these programs are having on family involvement and voice in the school. We will make effective adjustments to meet the needs of parents who are unable to participate in events, or need alternative modes of participation and communication.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Running records data, IReady, performance tasks, unit pre-tests, writing samples	Wilson / Foundations, reading street, super Kids, enrichment classes, MYON	Small group, one-to-one push in and pull out services	During the school day, after-school and before school. Saturday classes
Mathematics	Running records data, IReady, performance tasks, unit pre-tests	Envisions, Dreambox,	Small group, one-to-one push in and pull out services	During the school day, after-school and before school. Saturday classes
Science	Running records data, IReady, performance tasks, unit pre-tests, project based learning units	Dream box, Engineering is Elementary	Small group, one-to-one push in and pull out services	During the school day, after-school and before school. Saturday classes
Social Studies	Running records data, IReady, performance tasks, unit pre-tests, project based learning units	MYON, readworks, Voices,	Small group, one-to-one push in and pull out services	During the school day, after-school and before school. Saturday classes
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Running records data, IReady, performance tasks, unit pre-tests, OORS reports, attendance and lateness data, behavior anectotes	Peer mediation, responsive classroom, restorative approaches	Small group, one-to-one push in and pull out services	During the school day, after-school and before school. Saturday classes

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All new staff is interviewed by a panel of currently staffed teachers, professional development is targeted specific to the needs of the teachers; teachers are encouraged to do classroom intervisitations to see best practices of effective instruction. Teachers are enrolled in educational cohorts.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
A staff developer was hired to create and implement a tiered and differentiated professional learning calendar to meet the varied needs of teachers and para-professionals in the building. Based on observation data, teacher feedback and student work artifacts these learning cycles will be adjusted accordingly.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Pre-kindergarten families are provided with on-going workshops and opportunities to celebrate their child's achievements and have opportunities to see what children in Kindergarten are doing in the school at the same time of year. Pre-K families are invited and are open to participate with all school-wide PD, curriculum workshops and information on services for children. In May parents are provided with an opportunity to meet with Kindergarten teachers and are provided with materials to encourage summer learning to ensure readiness for Kindergarten in the fall.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

During monthly grade meetings with the principal and or the data specialists, teachers play an active role in how assessments are used to inform professional development and in instructional planning.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	241,108.00	x	Please see budget and resource alignment for all above mentioned goals.
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,592,049.00	x	Please see budget and resource alignment for all

				above mentioned goals.
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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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 354, 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 the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 354** 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 the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the 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;

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

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

School-Parent Compact (SPC)

PS 354 , 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 on assessments.

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the 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 to learn more about teaching and learning strategies whenever possible;

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 28	Borough Queens	School Number 354
School Name PS 354: The STEM Institute of Queens		

B. Language Allocation Policy Team Composition

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

Principal Raevan Askew	Assistant Principal Catherine Fresolone
Coach	Coach type here
ENL (English as a New Language)/Bilingual Teacher Randi Reiser	School Counselor
Teacher/Subject Area type here	Parent Chantelle Grim
Teacher/Subject Area type here	Parent Coordinator type here
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	635	Total number of ELLs	21	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	5
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	19		3	2		2				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	0	2	3	4	1	1								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	0	0	0	2	3	1								0
French	0	0	1	2	0	0								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Fulani	1													0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0	0	0	0	1	1								0
Emerging (Low Intermediate)	0	0	1	1	0	0								0
Transitioning (High Intermediate)	0	1	1	1	0	0								0
Expanding (Advanced)	0	2	2	6	3	0								0
Commanding (Proficient)	0	0	0	0	1	1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total					1									0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2	2			0
5	1	1			0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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 periodically, 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 make any adjustments to the ENL program schedule in order to best meet the needs of the students. It is also then used to differentiate instruction further. Reading groups and tasks are created based on this data. According to the results of the running records assessment, all first grade ELLs are reading one level below grade level. Fifty percent of second grade ELLs are reading on grade level. In third grade, 37.5% of ELLs are reading on or above grade level. All fourth grade ELLs are reading below grade level, and 50% of fifth grade ELLs are reading above grade level. The data also shows that entering and emerging students struggle with vocabulary and articulating their responses while expanding 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 Reading Street literacy program was chosen to support instruction for students in grades two through five in order for students to strengthen their inferential skills. Both programs are used as resources to support the achievement of the Common Core Learning Standards.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 After examining the NYSESLAT scores, the results show that across all proficiency levels, students struggle most with reading and writing. Students who range from the entering to transitioning proficiency levels struggled with listening as well. Across grades, it is clear that the students who have been enrolled in the school, and in turn the ENL program, reached a higher proficiency level than those in younger grades or those who are newer to the school. The RLAT is used to analyze the results of the NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The Annual Measurable Achievement Objectives allow our school to examine data collected in order to reflect upon the strengths and weaknesses of our ELLs across grades and proficiency levels. By closely 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 performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

A) By examining the patterns across proficiencies and grades, ELLs struggle in reading and writing. When analyzing data collected by the ENL teacher along with classroom teachers, it is found that students struggle specifically when reading a text closely in order to gain a deeper understanding, particularly in the area of answering inferential questions. In writing, students use text evidence to support answers, but struggle to develop their own ideas with further details. Since our school only offers ENL/ESL, all work and assessments are completed in English, with native language supports.

B) The ELL Periodic Assessments were not administered in 2014-2015.

C) The ELL Periodic Assessments were not administered in 2014-2015.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] ELLs are given additional instruction in their areas of need within the Response to Intervention framework by providing them with small group instruction, both in and out of the classroom. During the school year, additional classes are provided through the After School Academic Intervention Program and the Saturday School Program. Different instructional programs are used during these times in order to cater to the different ways students learn. The support services are aligned to the intervention plans the school is already providing to the students.
6. How do you make sure that a student's new language development is considered in instructional decisions?

A child's new language development is considered in instructional decisions in regards to both the planning and execution of daily lessons. Lessons are designed using ENL strategies such as vocabulary frontloading, 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 native language. Lessons are universally designed to target all students, whether the ELL is in the ENL class or the mainstream classroom.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

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 ENL and classroom teacher.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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 state schools. It is completed with the assistance of the trained and licensed pedagogue. The Home Language Identification Survey is available in different languages in order to accommodate parents' needs. Translators are also available on site. The answers are analyzed by the ENL teacher. An informal interview conducted in English takes place between the ENL teacher and the student and parent. When needed, interviews are conducted in the native language as well. Eligible students, who do not have an IEP, are then administered the New York State Identification Test for English Language Learners (NYSITELL) and, if need be, the Spanish LAB-R for Spanish speaking students. Eligible students will be serviced by the ENL teacher. Their score will determine their proficiency level. The parent/guardian is invited to an orientation with the ENL teacher, where the orientation video is shown and the following are discussed: the program options, the Common Core Learning Standards, assessments that will be used, the school's expectations for ELLs, and the program goals and requirements. The parent/guardian receives additional information in their preferred language as

well. The parent/guardian then completes the Parent Survey/Program Selection form in his/her preferred language. These procedures are administered within the first ten days of the student registering, and all materials are submitted by the appropriate deadline. For students entering with an IEP, the Language Proficiency Team meets to discuss whether or not the student is eligible to take the NYSITELL.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

ELLs who could potentially fall under the category of students with interrupted/inconsistent formal education (SIFE) follow the same intake process of any ELL. By analyzing the HLIS where the parent/guardian completed the questions regarding prior schooling, a trained and licensed pedagogue begins the SIFE identification process as long as the student is in grades 3-9, is a newly identified ELL, and is at the entering or emerging proficiency levels. A trained and licensed pedagogue begins by administering the oral interview questionnaire, and then for those applicable, administers the LENS. The school determines SIFE identification within the first thirty days of the student registering.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Students with an IEP begin the ELL identification process in the same way as students who do not have an IEP. 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 state schools. It is completed with the assistance of the trained and licensed pedagogue. The Home Language Identification Survey is available in different languages in order to accommodate parents' needs. Translators are also available on site. The answers are analyzed by the ENL teacher. An informal interview conducted in English takes place between the ENL teacher and the student and parent. Interviews are conducted in the native language as well. At this point, the Language Proficiency Team (LPT) meets to discuss if the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. The LPT consists of an administrator, the ENL teacher, the IEP teacher, the classroom teacher, an interpreter, and the parent/guardian. The LPT examines the HLIS, the student's use of language in the home and school or community, the results of the interviews conducted in English and in the home language, school work and assessments administered to the student in English and in the home language, and reviews information provided by the Committee on Special Education. A recommendation as to whether or not the student should take the NYSITELL is sent to the principal. If the principal rejects the recommendation, the NYSITELL is administered to the student. If the principal accepts the recommendation, it is then sent to the superintendent for a final decision. The parent/guardian is notified at each step and within three days of the final decision.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ENL teacher prints and distributes entitlement and non-entitlement letters to all students within five days of the student's NYSITELL being scored. Copies of all letters are kept in the students' cumulative folders.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed of their right to appeal ELL status within 45 days of enrollment through the entitlement letter sent home, as well as at the orientation for newly identified ELLs.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Once a student is determined to be an ELL based on the scores of the NYSITELL, the parent/guardian of the student is sent an entitlement letter within five days of the NYSITELL scores being scanned. The entitlement letter describes the results of the NYSITELL along with the three possible programs the student is entitled to enter. In this letter, parents/guardians are invited into the school for an orientation with the ENL teacher. If needed, an interpreter attends the orientation as well. The orientation takes place within ten days of the student's enrollment. During the orientation, the ENL teacher describes the three possible programs and the orientation video is viewed in the parent's preferred language. Any questions are answered about the three programs as well. If the parent cannot make the specified orientation time, the parent and ENL teacher communicate through phone, note, or email to reschedule for a more accommodating time.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Most parent survey and program selection forms are completed at the parent orientation in the school and are returned at that time. If a parent chooses to bring it home, the forms are then returned to school with the student. If a form is not returned, the ENL teacher follows up with the parent. If after this, the form has not been returned to the school, a program placement default letter is sent home.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ENL teacher keeps records of all students who have and have not returned the parent survey and program selection form. The returned form is kept with each student's records. All placement letters, including the program placement default letter, is kept with the students' records as well.

9. Describe how your school ensures that placement parent notification letters are distributed.
After the parent survey and program selection forms are returned, the ENL teacher prints and distributes the program placement letters. If the parent survey and program selection form is not returned, the ENL teacher prints and distributes the program placement default letter. The ENL teacher keeps track of all letters being sent home. Copies of each letter are kept in the students' cumulative folders.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation for each student, including the HLIS, entitlement letters, non-entitlement letters, continued entitlement letters, parent survey and program selection forms, and placement letters, are kept in the student's cumulative folder. A copy of each of these forms is also kept in a student file with the ENL teacher in a locked filing cabinet.
11. 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.
The ENL teacher and testing coordinator create a schedule to administer all sections of the NYSESLAT to all ELLs within the designated testing window. First a schedule is created to administer the speaking portion of the NYSESLAT to students individually within the testing window. Then a schedule is created to administer the other three tests by grade band. The ENL teacher and testing coordinator work to ensure that students are not assessed on more than one test in a given day.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ENL teacher prints and distributes all continued entitlement and transitional support parent notification letters to all students. All returned letters are kept in the students' cumulative folders. Copies of all letters are kept in the ENL teacher's files in a locked filing cabinet.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
After reviewing the parent survey and program selection forms for the past few years, data shows that 78% of parents have chosen the freestanding ENL program as their first choice, 17% of parents requested a dual language program in Spanish, and 5% of parents requested a dual language program in Haitian Creole. The freestanding ENL program is the program offered at the school, aligning with the majority of parent requests. Lists are created for parents who have requested a dual language program for each language. However, since there are fewer than 15 requests for each language, no dual language class has been opened. Options for transfers have been offered to the parents requesting a dual language program. All parents declined a transfer and requested to participate in the freestanding English as a new language program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

The freestanding English as a new language program consists of both a push-in program and a pull-out program. Most groups that are pulled out are grouped by grade and consist of mixed proficiency levels. These groups are provided with both stand-alone ENL instruction and integrated ENL instruction through content area instruction. One pulled group consists of similar proficiency levels, regardless of grade. This group is provided additional stand-alone ENL instruction. The push-in program is designed by grade, regardless of proficiency level. Additional integrated ENL instruction is provided to these groups. The ENL teacher is dually certified with a license in TESOL and a common branch license.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The administration and ENL teacher work to design a schedule to ensure that all students are being serviced for their mandated number of instructional minutes. Students at the transitioning and expanding proficiency levels are pulled for 180 minutes throughout the week for integrated ENL instruction. Commanding students are pulled for 90 minutes of integrated ENL instruction. Students at the entering and emerging proficiency levels are pulled for 270 minutes of both stand-alone ENL and integrated ENL instruction. These students also receive 90 minutes of integrated ENL instruction via a push-in model.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The ENL program is scheduled to align with English language arts instruction, as well as science and social studies instruction. The following strategies are used for helping ELLs with content area learning. All activities are done entirely in English since a freestanding ENL program is the only program currently used at PS 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. All lessons are designed to help students meet the Common Core Learning Standards and the NYS ESL Standards.
4. How do you ensure that ELLs are appropriately evaluated in their home 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 each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing

- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Differentiated instruction is done for each ELL subgroup.

- SIFE students that enter the school will be assessed with the NYSITELL, so long as the student is a new registrant to New York state schools, and will continue through the SIFE identification process. 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 developing students, 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.
- PS 354 is a kindergarten through fifth grade elementary school and therefore has no long term ELLs that have completed seven years in an ENL program.
- Former ELLs will be provided with 90 minutes per week of integrated ENL instruction for two years. They will also be provided with additional supports to allow them to succeed without the assistance of a full ENL 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Within six to twelve months from the time a student has been re-identified as an ELL or non-ELL, the principal will review the re-identification process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal consults with a qualified staff member in the school, the parent/guardian, and the student. Based on those consultations, if the principal believes that the student may have been adversely affected by the determination, she will provide additional support services to the student and may reverse the determination within the same six to twelve month period. If she decides to reverse the ELL status, she must consult with the superintendent. The final decision is then sent to the parent/guardian and student within ten school days.

8. 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 ENL 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.

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

Scheduling is done to allow ELL-SWDs to work in the least restrictive environment. Small group instruction allows the ENL teacher to focus on the needs of each student in order for IEP goals to be met. The curriculum used by the ENL 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. The ENL teacher also pushes in to assist ELL-SWDs that are in a self-contained setting.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

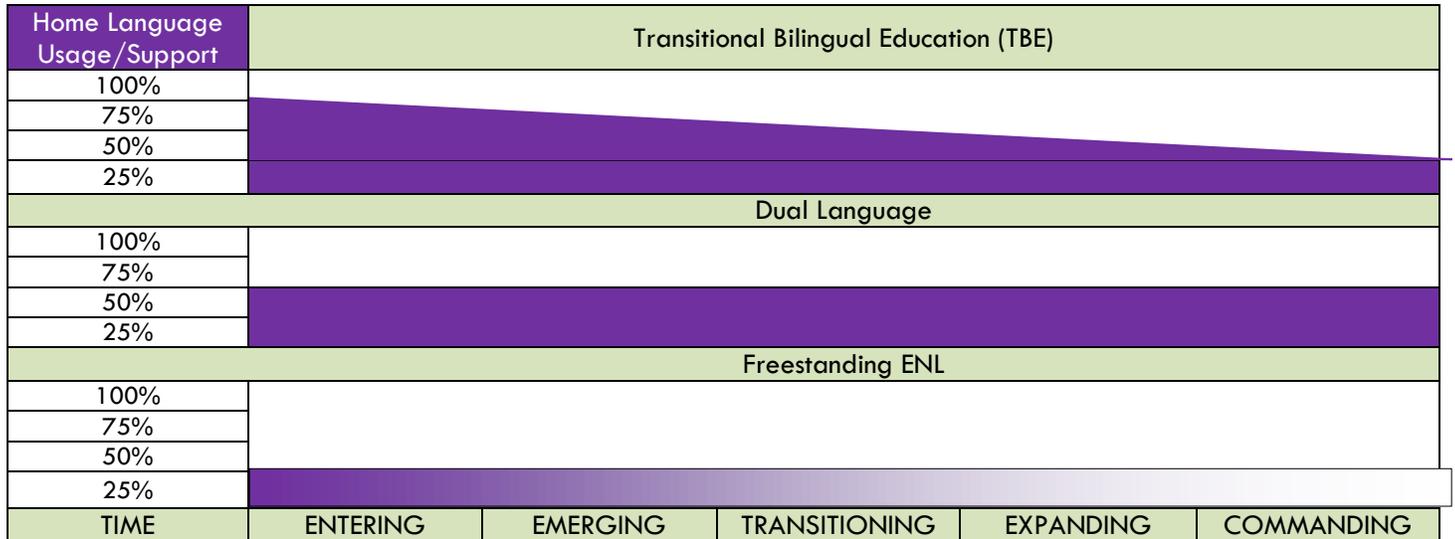


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. 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 ENL 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, ENL 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, developing students, and former ELLs. Strategies apply to the needs of the students.
11. 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, 5.5% of students became commanding speakers English. Also in the past year, 43.7% of students moved proficiency levels towards becoming more proficient. 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.
12. What new programs or improvements will be considered for the upcoming school year?

To enhance instruction, Promethean Boards and Smart Boards have been installed in every classroom. The use of technology will improve instruction for all students, including ELLs. Each classroom will also be equipped with iPads, and students will have access to online programs such as myOn and i-Ready. Students will also be engaged in a project based learning approach. Students will work through lessons by using the engineering design process. New programs, such as Reading Street, will be available with new resources to support lessons.
13. What programs/services for ELLs will be discontinued and why?

No programs for ELLs will be discontinued. However, programs used for ELA have changed. Programs such as the Wonders Reading program will be used solely as a resource in order to support lessons.
14. 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 during and after school. Once in session, the after school program is available to all students. 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 ENL 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 also included in Response to Intervention (RTI) groups throughout the school day. ELLs are invited to participate in all school activities such as the arts, sports, and community based activities.
15. What instructional materials, including technology, are used to support ELLs? Include core 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, and graphic organizers. Each classroom is also equipped with a Promethean Board or Smart Board, iPads, and document camera.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

While the freestanding ENL 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. Translators within the building are also able to provide students with directions for classwork and homework in their native language. Students are also given the opportunity to use their native language with others when giving instructions and discussing vocabulary.
17. Explain how the school ensures all required services/resources support and 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. Lesson are also designed to target the learning standards that each student is working towards.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Before the school year begins, parents/guardians of newly enrolled ELL students receive an informational 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 ENL teacher. As students enroll throughout the school year, they receive the same informational packet. Workshops are provided within the school monthly as well to all parents, including parents of ELLs, to help them better understand curriculum and the work being done in and out of the classroom.

19. What language electives are offered to ELLs?

PS 354 is an elementary school where students receive instruction in specialty areas such as art, STEM, and physical education. Language electives are not offered.

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

There are periodic professional development sessions, hosted by the Department of Education, at which the ENL teacher attends, along with the data specialist and any other necessary staff members such as the special education teacher or subject area teachers for literacy and math. These professional development workshops discuss several instructional strategies to be used within the ENL classroom and provide the guidelines so that the school remains in compliance with ENL regulations. After attending these workshops, the attendees then turnkey the information at professional development sessions within the school. During scheduled professional development sessions within the school, common branch teachers, specialty 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. There are also ongoing weekly meetings with the ENL teacher and classroom teachers to ensure curriculum alignment.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Professional development is also offered to the ENL teacher in supporting ELLs as they engage in the Common Core Learning Standards. These professional development workshops are offered through the DOE, as well as within the building during weekly professional learning time.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

PS 354 is a kindergarten through fifth grade school. The classroom teacher, ENL 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 is provided to the staff to ensure a smooth transition for all students into middle school. The teachers work with the parent coordinator, the guidance counselor, and the families in order to assist ELLs as they transition from one level to another. The expectation of all students in regard to higher education is always stressed.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

All teachers receive ELL-specific professional development during the scheduled professional learning time. Teachers also receive professional development by meeting with the ENL teacher. The ENL teacher receives ELL-specific professional development from webinars and workshops held by the DOE. All professional development is tracked through attendance records and agendas.

C. Parental Involvement

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

The parent coordinator and ENL teacher are involved with the parents of ELLs by providing support in order for parents to help their child with the school's curriculum. In addition, the parent coordinator and ENL teacher are readily available to meet with parents on an individual 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 ENL teacher maintains a teacher-parent relationship, keeping the parent/guardian abreast of what is occurring in school via phone call, email, or letter in the parent's preferred language. PS 354 allows for the involvement of all parents, including those of ELLs. This is done through parent workshops 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. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Annual individual meetings are held for each ELL and include the parent, the ENL teacher, the classroom teacher, and the IEP teacher, when necessary. An interpreter is also in attendance when necessary. Attendance records and agendas are kept in the student's file in order to track meetings. All forms of communication, including letters, emails, and phone calls, are also maintained for records as well.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents/guardians of ELLs are encouraged to participate in school leadership teams, school activities, join the PTA, serve as learning leaders in the school, and attend parent/teacher conferences. Monthly parent workshops are offered to guide parents through the curriculum, and monthly newsletters are sent home to inform parents of upcoming events, school-wide programs, and the happenings of what is going on in the building on a daily basis.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school does not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents.
5. How do you evaluate the needs of the parents? 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. Any questions or concerns are also addressed through annual individual meetings, as well as regular communication with the ENL teacher.
6. How do your parental involvement activities address the needs of the parents?

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, French, and Haitian Creole 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.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

C. School Information

District 28	Borough Queens	School Number 354
School Name PS 354: The STEM Institute of Queens		

D. Language Allocation Policy Team Composition

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

Principal Raevan Askew	Assistant Principal Catherine Fresolone
Coach	Coach type here
ENL (English as a New Language)/Bilingual Teacher Randi Reiser	School Counselor
Teacher/Subject Area type here	Parent Chantelle Grim
Teacher/Subject Area type here	Parent Coordinator type here
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	635	Total number of ELLs	21	ELLs as share of total student population (%)	3.31%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	--

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	5
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	19		3	2		2				21
Total	19	0	3	2	0	2	0	0	0	21

Number of ELLs who have an alternate placement paraprofessional: _____

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

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

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

Number of students who speak three or more languages: _____

Freestanding English as a New 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	0	2	3	4	1	1								11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	0	0	0	2	3	1								6
French	0	0	1	2	0	0								3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Fulani	1													1
TOTAL	1	2	4	8	4	2	0	21						

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0	0	0	0	1	1								2
Emerging (Low Intermediate)	0	0	1	1	0	0								2
Transitioning (High Intermediate)	0	1	1	1	0	0								3
Expanding (Advanced)	0	2	2	6	3	0								13
Commanding (Proficient)	0	0	0	0	1	1								2
Total	0	3	4	8	5	2	0	0	0	0	0	0	0	22

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total					1									1

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2	2			4
5	1	1			2
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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 periodically, 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 make any adjustments to the ENL program schedule in order to best meet the needs of the students. It is also then used to differentiate instruction further. Reading groups and tasks are created based on this data. According to the results of the running records assessment, all first grade ELLs are reading one level below grade level. Fifty percent of second grade ELLs are reading on grade level. In third grade, 37.5% of ELLs are reading on or above grade level. All fourth grade ELLs are reading below grade level, and 50% of fifth grade ELLs are reading above grade level. The data also shows that entering and emerging students struggle with vocabulary and articulating their responses while expanding 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 Reading Street literacy program was chosen to support instruction for students in grades two through five in order for students to strengthen their inferential skills. Both programs are used as resources to support the achievement of the Common Core Learning Standards.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 After examining the NYSESLAT scores, the results show that across all proficiency levels, students struggle most with reading and writing. Students who range from the entering to transitioning proficiency levels struggled with listening as well. Across grades, it is clear that the students who have been enrolled in the school, and in turn the ENL program, reached a higher proficiency level than those in younger grades or those who are newer to the school. The RLAT is used to analyze the results of the NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The Annual Measurable Achievement Objectives allow our school to examine data collected in order to reflect upon the strengths and weaknesses of our ELLs across grades and proficiency levels. By closely 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.

12. For each program, answer the following:
- d. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - e. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - f. What is the school learning about ELLs from the periodic assessments? How is the home language used?
- A) By examining the patterns across proficiencies and grades, ELLs struggle in reading and writing. When analyzing data collected by the ENL teacher along with classroom teachers, it is found that students struggle specifically when reading a text closely in order to gain a deeper understanding, particularly in the area of answering inferential questions. In writing, students use text evidence to support answers, but struggle to develop their own ideas with further details. Since our school only offers ENL/ESL, all work and assessments are completed in English, with native language supports.
- B) The ELL Periodic Assessments were not administered in 2014-2015.
- C) The ELL Periodic Assessments were not administered in 2014-2015.
13. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] ELLs are given additional instruction in their areas of need within the Response to Intervention framework by providing them with small group instruction, both in and out of the classroom. During the school year, additional classes are provided through the After School Academic Intervention Program and the Saturday School Program. Different instructional programs are used during these times in order to cater to the different ways students learn. The support services are aligned to the intervention plans the school is already providing to the students.
14. How do you make sure that a student's new language development is considered in instructional decisions?
A child's new language development is considered in instructional decisions in regards to both the planning and execution of daily lessons. Lessons are designed using ENL strategies such as vocabulary frontloading, 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 native language. Lessons are universally designed to target all students, whether the ELL is in the ENL class or the mainstream classroom.
15. For dual language programs, answer the following:
- d. How are the English-proficient students (EPs) assessed in the target language?
 - e. What is the level of language proficiency in the target language for EPs?
 - f. How are EPs performing on State and other assessments?
- N/A
16. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
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 ENL and classroom teacher.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

14. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
- 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 state schools. It is completed with the assistance of the trained and licensed pedagogue. The Home Language Identification Survey is available in different languages in order to accommodate parents' needs. Translators are also available on site. The answers are analyzed by the ENL teacher. An informal interview conducted in English takes place between the ENL teacher and the student and parent. When needed, interviews are conducted in the native language as well. Eligible students, who do not have an IEP, are then administered the New York State Identification Test for English Language Learners (NYSITELL) and, if need be, the Spanish LAB-R for Spanish speaking students. Eligible students will be serviced by the ENL teacher. Their score will determine their proficiency level. The parent/guardian is invited to an orientation with the ENL teacher, where the orientation video is shown and the following are discussed: the program options, the Common Core Learning Standards, assessments that will be used, the school's expectations for ELLs, and the program goals and requirements. The parent/guardian receives additional information in their preferred language as

well. The parent/guardian then completes the Parent Survey/Program Selection form in his/her preferred language. These procedures are administered within the first ten days of the student registering, and all materials are submitted by the appropriate deadline. For students entering with an IEP, the Language Proficiency Team meets to discuss whether or not the student is eligible to take the NYSITELL.

15. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

ELLs who could potentially fall under the category of students with interrupted/inconsistent formal education (SIFE) follow the same intake process of any ELL. By analyzing the HLIS where the parent/guardian completed the questions regarding prior schooling, a trained and licensed pedagogue begins the SIFE identification process as long as the student is in grades 3-9, is a newly identified ELL, and is at the entering or emerging proficiency levels. A trained and licensed pedagogue begins by administering the oral interview questionnaire, and then for those applicable, administers the LENS. The school determines SIFE identification within the first thirty days of the student registering.

16. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Students with an IEP begin the ELL identification process in the same way as students who do not have an IEP. 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 state schools. It is completed with the assistance of the trained and licensed pedagogue. The Home Language Identification Survey is available in different languages in order to accommodate parents' needs. Translators are also available on site. The answers are analyzed by the ENL teacher. An informal interview conducted in English takes place between the ENL teacher and the student and parent. Interviews are conducted in the native language as well. At this point, the Language Proficiency Team (LPT) meets to discuss if the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. The LPT consists of an administrator, the ENL teacher, the IEP teacher, the classroom teacher, an interpreter, and the parent/guardian. The LPT examines the HLIS, the student's use of language in the home and school or community, the results of the interviews conducted in English and in the home language, school work and assessments administered to the student in English and in the home language, and reviews information provided by the Committee on Special Education. A recommendation as to whether or not the student should take the NYSITELL is sent to the principal. If the principal rejects the recommendation, the NYSITELL is administered to the student. If the principal accepts the recommendation, it is then sent to the superintendent for a final decision. The parent/guardian is notified at each step and within three days of the final decision.

17. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ENL teacher prints and distributes entitlement and non-entitlement letters to all students within five days of the student's NYSITELL being scored. Copies of all letters are kept in the students' cumulative folders.

18. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed of their right to appeal ELL status within 45 days of enrollment through the entitlement letter sent home, as well as at the orientation for newly identified ELLs.

19. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Once a student is determined to be an ELL based on the scores of the NYSITELL, the parent/guardian of the student is sent an entitlement letter within five days of the NYSITELL scores being scanned. The entitlement letter describes the results of the NYSITELL along with the three possible programs the student is entitled to enter. In this letter, parents/guardians are invited into the school for an orientation with the ENL teacher. If needed, an interpreter attends the orientation as well. The orientation takes place within ten days of the student's enrollment. During the orientation, the ENL teacher describes the three possible programs and the orientation video is viewed in the parent's preferred language. Any questions are answered about the three programs as well. If the parent cannot make the specified orientation time, the parent and ENL teacher communicate through phone, note, or email to reschedule for a more accommodating time.

20. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Most parent survey and program selection forms are completed at the parent orientation in the school and are returned at that time. If a parent chooses to bring it home, the forms are then returned to school with the student. If a form is not returned, the ENL teacher follows up with the parent. If after this, the form has not been returned to the school, a program placement default letter is sent home.

21. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ENL teacher keeps records of all students who have and have not returned the parent survey and program selection form. The returned form is kept with each student's records. All placement letters, including the program placement default letter, is kept with the students' records as well.

22. Describe how your school ensures that placement parent notification letters are distributed.
After the parent survey and program selection forms are returned, the ENL teacher prints and distributes the program placement letters. If the parent survey and program selection form is not returned, the ENL teacher prints and distributes the program placement default letter. The ENL teacher keeps track of all letters being sent home. Copies of each letter are kept in the students' cumulative folders.
23. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation for each student, including the HLIS, entitlement letters, non-entitlement letters, continued entitlement letters, parent survey and program selection forms, and placement letters, are kept in the student's cumulative folder. A copy of each of these forms is also kept in a student file with the ENL teacher in a locked filing cabinet.
24. 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.
The ENL teacher and testing coordinator create a schedule to administer all sections of the NYSESLAT to all ELLs within the designated testing window. First a schedule is created to administer the speaking portion of the NYSESLAT to students individually within the testing window. Then a schedule is created to administer the other three tests by grade band. The ENL teacher and testing coordinator work to ensure that students are not assessed on more than one test in a given day.
25. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ENL teacher prints and distributes all continued entitlement and transitional support parent notification letters to all students. All returned letters are kept in the students' cumulative folders. Copies of all letters are kept in the ENL teacher's files in a locked filing cabinet.
26. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
After reviewing the parent survey and program selection forms for the past few years, data shows that 78% of parents have chosen the freestanding ENL program as their first choice, 17% of parents requested a dual language program in Spanish, and 5% of parents requested a dual language program in Haitian Creole. The freestanding ENL program is the program offered at the school, aligning with the majority of parent requests. Lists are created for parents who have requested a dual language program for each language. However, since there are fewer than 15 requests for each language, no dual language class has been opened. Options for transfers have been offered to the parents requesting a dual language program. All parents declined a transfer and requested to participate in the freestanding English as a new language program.

Part V: ELL Programming

B. Programming and Scheduling Information

21. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
- d. Freestanding ENL program.
The freestanding English as a new language program consists of both a push-in program and a pull-out program. Most groups that are pulled out are grouped by grade and consist of mixed proficiency levels. These groups are provided with both stand-alone ENL instruction and integrated ENL instruction through content area instruction. One pulled group consists of similar proficiency levels, regardless of grade. This group is provided additional stand-alone ENL instruction. The push-in program is designed by grade, regardless of proficiency level. Additional integrated ENL instruction is provided to these groups. The ENL teacher is dually certified with a license in TESOL and a common branch license.
- e. TBE program. *If applicable.*
N/A
- f. DL program. *If applicable.*
N/A
22. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- b. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
The administration and ENL teacher work to design a schedule to ensure that all students are being serviced for their mandated number of instructional minutes. Students at the transitioning and expanding proficiency levels are pulled for 180 minutes throughout the week for integrated ENL instruction. Commanding students are pulled for 90 minutes of integrated ENL instruction. Students at the entering and emerging proficiency levels are pulled for 270 minutes of both stand-alone ENL and integrated ENL instruction. These students also receive 90 minutes of integrated ENL instruction via a push-in model.
23. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards. The ENL program is scheduled to align with English language arts instruction, as well as science and social studies instruction. The following strategies are used for helping ELLs with content area learning. All activities are done entirely in English since a freestanding ENL program is the only program currently used at PS 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. All lessons are designed to help students meet the Common Core Learning Standards and the NYS ESL Standards.
24. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
All assessments are done in English.
25. 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.
26. How do you differentiate instruction for each of the following ELL subgroups?
- f. SIFE
- g. Newcomer
- h. Developing
- i. Long Term

j. Former ELLs up to two years after exiting ELL status

Differentiated instruction is done for each ELL subgroup.

- SIFE students that enter the school will be assessed with the NYSITELL, so long as the student is a new registrant to New York state schools, and will continue through the SIFE identification process. 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 developing students, 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.
- PS 354 is a kindergarten through fifth grade elementary school and therefore has no long term ELLs that have completed seven years in an ENL program.
- Former ELLs will be provided with 90 minutes per week of integrated ENL instruction for two years. They will also be provided with additional supports to allow them to succeed without the assistance of a full ENL 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.

27. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

Within six to twelve months from the time a student has been re-identified as an ELL or non-ELL, the principal will review the re-identification process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal consults with a qualified staff member in the school, the parent/guardian, and the student. Based on those consultations, if the principal believes that the student may have been adversely affected by the determination, she will provide additional support services to the student and may reverse the determination within the same six to twelve month period. If she decides to reverse the ELL status, she must consult with the superintendent. The final decision is then sent to the parent/guardian and student within ten school days.

28. 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 ENL 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.

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

Scheduling is done to allow ELL-SWDs to work in the least restrictive environment. Small group instruction allows the ENL teacher to focus on the needs of each student in order for IEP goals to be met. The curriculum used by the ENL 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. The ENL teacher also pushes in to assist ELL-SWDs that are in a self-contained setting.

Chart 5.1 **Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart 5.2 **CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

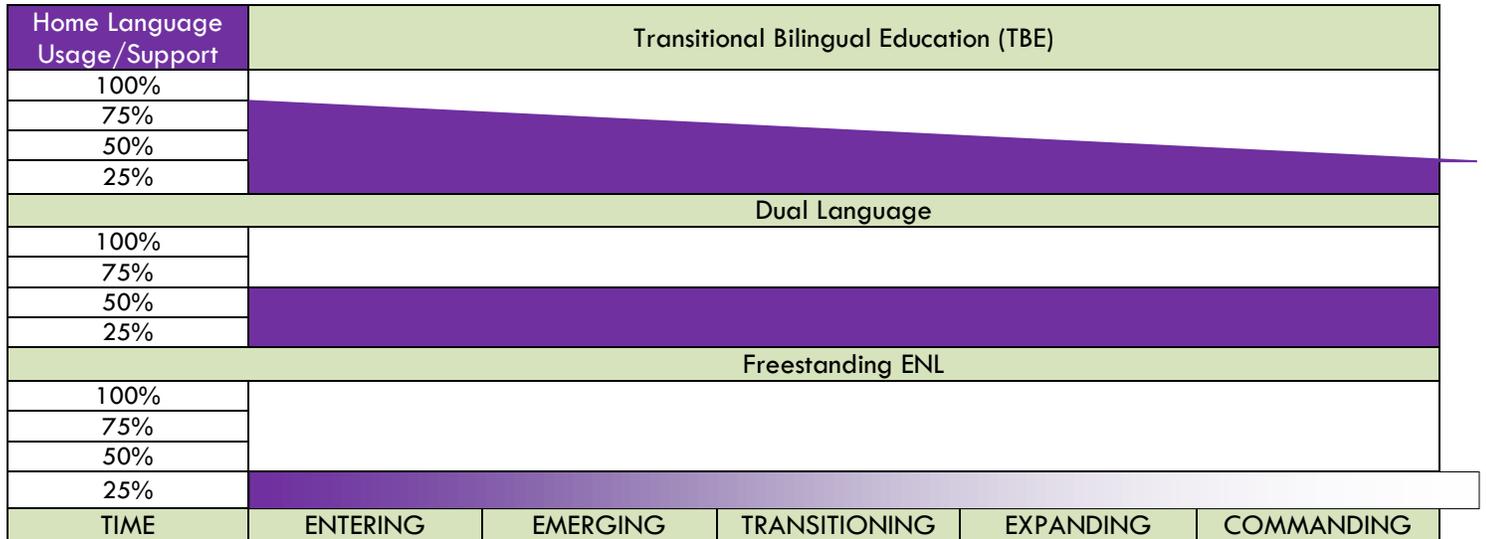


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



E. Programming and Scheduling Information--Continued

30. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. 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 ENL 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, ENL 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, developing students, and former ELLs. Strategies apply to the needs of the students.
31. 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, 5.5% of students became commanding speakers English. Also in the past year, 43.7% of students moved proficiency levels towards becoming more proficient. 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.
32. What new programs or improvements will be considered for the upcoming school year?
- To enhance instruction, Promethean Boards and Smart Boards have been installed in every classroom. The use of technology will improve instruction for all students, including ELLs. Each classroom will also be equipped with iPads, and students will have access to online programs such as myOn and i-Ready. Students will also be engaged in a project based learning approach. Students will work through lessons by using the engineering design process. New programs, such as Reading Street, will be available with new resources to support lessons.
33. What programs/services for ELLs will be discontinued and why?
- No programs for ELLs will be discontinued. However, programs used for ELA have changed. Programs such as the Wonders Reading program will be used solely as a resource in order to support lessons.
34. 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 during and after school. Once in session, the after school program is available to all students. 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 ENL 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 also included in Response to Intervention (RTI) groups throughout the school day. ELLs are invited to participate in all school activities such as the arts, sports, and community based activities.
35. What instructional materials, including technology, are used to support ELLs? Include core 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, and graphic organizers. Each classroom is also equipped with a Promethean Board or Smart Board, iPads, and document camera.
36. How is home language support delivered in each program model (DL, TBE, and ENL)?
- While the freestanding ENL 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. Translators within the building are also able to provide students with directions for classwork and homework in their native language. Students are also given the opportunity to use their native language with others when giving instructions and discussing vocabulary.
37. Explain how the school ensures all required services/resources support and 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. Lesson are also designed to target the learning standards that each student is working towards.

38. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Before the school year begins, parents/guardians of newly enrolled ELL students receive an informational 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 ENL teacher. As students enroll throughout the school year, they receive the same informational packet. Workshops are provided within the school monthly as well to all parents, including parents of ELLs, to help them better understand curriculum and the work being done in and out of the classroom.

39. What language electives are offered to ELLs?

PS 354 is an elementary school where students receive instruction in specialty areas such as art, STEM, and physical education. Language electives are not offered.

40. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

F. Professional Development and Support for School Staff

5. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

There are periodic professional development sessions, hosted by the Department of Education, at which the ENL teacher attends, along with the data specialist and any other necessary staff members such as the special education teacher or subject area teachers for literacy and math. These professional development workshops discuss several instructional strategies to be used within the ENL classroom and provide the guidelines so that the school remains in compliance with ENL regulations. After attending these workshops, the attendees then turnkey the information at professional development sessions within the school. During scheduled professional development sessions within the school, common branch teachers, specialty 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. There are also ongoing weekly meetings with the ENL teacher and classroom teachers to ensure curriculum alignment.

6. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Professional development is also offered to the ENL teacher in supporting ELLs as they engage in the Common Core Learning Standards. These professional development workshops are offered through the DOE, as well as within the building during weekly professional learning time.

7. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

PS 354 is a kindergarten through fifth grade school. The classroom teacher, ENL 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 is provided to the staff to ensure a smooth transition for all students into middle school. The teachers work with the parent coordinator, the guidance counselor, and the families in order to assist ELLs as they transition from one level to another. The expectation of all students in regard to higher education is always stressed.

8. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.

All teachers receive ELL-specific professional development during the scheduled professional learning time. Teachers also receive professional development by meeting with the ENL teacher. The ENL teacher receives ELL-specific professional development from webinars and workshops held by the DOE. All professional development is tracked through attendance records and agendas.

G. Parental Involvement

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

The parent coordinator and ENL teacher are involved with the parents of ELLs by providing support in order for parents to help their child with the school's curriculum. In addition, the parent coordinator and ENL teacher are readily available to meet with parents on an individual 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 ENL teacher maintains a teacher-parent relationship, keeping the parent/guardian abreast of what is occurring in school via phone call, email, or letter in the parent's preferred language. PS 354 allows for the involvement of all parents, including those of ELLs. This is done through parent workshops and monthly parent newsletters. These allow parents to learn strategies pertaining to the curriculum and allow them to voice their ideas, concerns, and questions.

8. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Annual individual meetings are held for each ELL and include the parent, the ENL teacher, the classroom teacher, and the IEP teacher, when necessary. An interpreter is also in attendance when necessary. Attendance records and agendas are kept in the student's file in order to track meetings. All forms of communication, including letters, emails, and phone calls, are also maintained for records as well.

9. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents/guardians of ELLs are encouraged to participate in school leadership teams, school activities, join the PTA, serve as learning leaders in the school, and attend parent/teacher conferences. Monthly parent workshops are offered to guide parents through the curriculum, and monthly newsletters are sent home to inform parents of upcoming events, school-wide programs, and the happenings of what is going on in the building on a daily basis.
10. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school does not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents.
11. How do you evaluate the needs of the parents?

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. Any questions or concerns are also addressed through annual individual meetings, as well as regular communication with the ENL teacher.

12. How do your parental involvement activities address the needs of the parents?

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, French, and Haitian Creole 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.

H. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: **PS 354**

School DBN: **28Q354**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Raevan Askew	Principal		1/1/01
Catherine Fresolone	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Randi Reiser	ENL/Bilingual Teacher		1/1/01
Chantelle Grim	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01