



PUBLIC SCHOOL 154Q

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 25Q154

ADDRESS: 75-02 162 STREET FLUSHING NY 11366

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 25Q154 **SCHOOL NAME:** Public School 154Q

SCHOOL ADDRESS: 75-02 162nd Street Flushing NY 11366

SCHOOL TELEPHONE: 718-591-1500 **FAX:** 718-591-8751

SCHOOL CONTACT PERSON: Danielle Giunta, Principal **EMAIL ADDRESS:** 25Q154@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Cindy King

PRINCIPAL: Danielle Giunta

UFT CHAPTER LEADER: Donna Kaufman

PARENTS' ASSOCIATION PRESIDENT: Laura Duncan

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 25 **SSO NAME:** ICI-LSO

SSO NETWORK LEADER: Mrs. Peggy Miller

SUPERINTENDENT: Mrs. Diane Kay

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Danielle Giunta	*Principal or Designee	
Donna Kaufman	*UFT Chapter Chairperson or Designee	
Laura Duncan	*PA/PTA President or Designated Co-President	
Dana Sobiecki	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Cindy King	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Laura Polos	Member/Teacher	
Sarah Liblich	Member/Teacher	
Jessica Santana	Member/Parent	
TBD**	Member/Parent	
TBD**	Member/Parent	
	Member/Parent	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

** 2 SLT Parent Members have left our school. As of 10.30.09 we are in the process of electing new Parent Members to join the 2009-2010 School Leadership Team

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

VISION/MISSION

Public School 154 is dedicated to ensuring that every child is provided with academic rigor in a standards based, thinking curricula. In our child centered developmentally appropriate classrooms our children come to school everyday with clear expectations for excellence, and are encouraged to become educational risk-takers in their nurturing classroom environments. Parents are invited to become active partners in the educational experiences of their children. We are committed to providing engaging, instructional challenges that support our children on their journey towards meeting global challenges of the new millennia.

The school community values and respects the multiculturalism of our children and their families who come from dozens of countries around the globe. We are partnered with Teachers College Reading/Writing Project. Faculty and students work tirelessly to deepen their understanding and knowledge of the core curriculum. Skillful instruction and our commitment to workshop teaching foster a love and appreciation of learning among the school community. Our children are nurtured and encouraged to develop the myriad of skills and strategies necessary to become lifelong learners.

The Public School 154Q community, located in the Flushing section of Queens, is comprised of private homes, garden apartments and high-rise buildings. Our Pre-K to fifth grade school serves a population of approximately 600 students from culturally diverse backgrounds. The community is home to many new immigrants from Afghanistan, Pakistan, El Salvador, Columbia, Guatemala and Peru to name a few. The school building is well-kept, where children come first, as evidenced by the plethora of student work displayed throughout the building.

PS 154 recognizes in order to meet the diverse needs of the students, the role of the school has to expand beyond traditional definitions of teaching and learning. Through funding sources in the 2008-2009 school year we were able to offer our students the opportunity to participate in various residencies. Grades PreK-5 participated in a residency with Circle of Dance, Grades PreK-3 participated in a residency with Lu Ann Adams, Storyteller, and Grades 4-5 participated in a residency with Making Books Sing. Our residency with Circle of Dance has been ongoing and growing for the past 8 years. Our current fifth grade has participated in this residency since Pre-Kindergarten. Depending on budget, we hope to continue the relationships we have developed with the teaching artists from each of these residencies for years to come.

PS 154 is recognized as a Teachers College Project school due to our longstanding, successful relationship with the Teachers College Reading/Writing Project. We host leadership groups for Assistant Principals and Literacy Coaches across NYC Public Schools, and more specifically to schools affiliated with the SSO ICI-LSO. We have hosted visitations for educators from Long Island and other parts of New York, Pennsylvania, Connecticut, Florida, California and as far away as Hawaii also involved in the TC Reading/Writing Project and for schools across the city new to the work in Balanced Literacy. We are confident that we will continue to open our school to visitors in the years to come.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 154 Queens						
District:	25	DBN:	25Q154	School BEDS Code:	342500010154		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	32	36	36		94.5	94.8	95.0
Kindergarten	87	92	96				
Grade 1	102	99	103	Student Stability - % of Enrollment:			
Grade 2	87	102	90	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	93	94	91		90.6	92.5	91.4
Grade 4	91	94	91				
Grade 5	94	92	91	Poverty Rate - % of Enrollment:			
Grade 6	54	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	0	0	0		61.6	64.0	59.9
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 11	0	0	0		1	3	2
Grade 12	0	0	0				
Ungraded	0	8	0	Recent Immigrants - Total Number:			
Total	640	612	608	(As of October 31)	2006-07	2007-08	2008-09
					15	10	15
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	9	13	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	3	0
Number all others	42	33	47				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:			
(BESIS Survey)				(As of October 31)			
(As of October 31)	2006-07	2007-08	2008-09		2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	160	153	128	Number of Teachers	42	42	42

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	0	Number of Administrators and Other Professionals	6	10	12
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	90.5	92.9	90.5
				% more than 5 years teaching anywhere	76.2	81.0	78.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	95.0	95.0	98.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	100.0
American Indian or Alaska Native	0.2	0.2	0.2				
Black or African American	11.9	13.7	12.8				
Hispanic or Latino	22.7	20.9	20.6				
Asian or Native Hawaiian/Other Pacific Isl.	54.5	54.9	53.1				
White	10.8	10.3	12.8				
Male	51.7	49.8	51.2				
Female	48.3	50.2	48.8				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		√	√	-			
Hispanic or Latino		√	√	-			
Asian or Native Hawaiian/Other Pacific Islander		√	√	√			
White		-	-	-			
Other Groups							
Students with Disabilities		-	-	-			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		6	6	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	77.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	20.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	46.1						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	1.5						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

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

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

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

PROGRESS REPORT

2006-2007	Letter Grade: B	Overall Grade: 55.6 out of 100	baseline
2007-2008	Letter Grade: B	Overall Grade: 47.9 out of 100	a decrease of 7.7
2008-2009	Letter Grade: A	Overall Grade: 77.6 out of 100	an increase of 29.6

IMPLICATION: PS 154Q has met all target areas as reflected on the 2008-2009 Progress Report. Our school needs to focus on the progress of our levels 3 and 4 students. In 2009-2010, students who are performing at levels 3 and 4 will participate in the voluntary 37.5 minute program and will receive targeted instruction in a 10:1 ratio

LEARNING ENVIRONMENT SURVEY

Academic Expectations:	8.1	(increase from 07-08)
Communication:	7.7	(increase from 07-08)
Engagement:	7.1	(same as 07-08)
Safety & Respect:	8.3	(same as 07-08)
Participation:	Teachers: 93%	(increase from 07-08)
	Parents: 100%	(increase from 07-08)

IMPLICATION: PS 154Q will continue to focus on improving our LES results. For the sake of the CEP, the SLT has chosen to focus on increasing the Engagement section of the survey by selecting CEP goals for parent, teacher and student engagement (see Section V and VI).

QUALITY REVIEW

2006-2007 Well Developed
2007-2008 Well Developed
2008-2009 Exempt
2009-2010 Exempt

IMPLICATION: PS 154Q has been exempt from participating in the Quality Review for 2 years. In light of this exemption we have taken the following steps to stay apprised of Quality Review Rubric revisions and heightened standards for NYC Department of Education Schools; The 2007-2008 Quality Review recommendations were turned into priority initiatives to be implemented in 07-08 and further developed in 08-09. In 2008-2009 we created a Data Study Group where a team of teachers studied the various accountability tools and developed an action plan to fill in the gaps between DOE expectations and the work taking place at PS 154. As a result of our study, for example, we

implemented a comprehensive school wide understanding and implementation of goal setting systems as well as a 2009-2010 professional development plan.

In 2009-2010, PS 154 has created three core teacher teams: Core Data Team (formerly referred to as the Core Inquiry Team), Teacher Leaders (one representative from each grade PK-5 and an out-of-classroom teacher) and the School Leadership Team (representatives from all constituencies of our learning community). The Core Data Team will be responsible for managing and supporting inquiry teams and school data. The Teacher Leader Team has been created to build teacher capacity through a core representation of the school at large.

Once again, we will study and refer to the Quality Review Rubric to guide our initiatives. The QR rubric was utilized in setting goals for the CEP as well as the PPR (see Section V).

NYS ACCOUNTABILITY and OVERVIEW REPORT (AOR)

In Good Standing

What student performance trends can you identify?

- Over the past 3 years, PS 154Q is making steady progress in ELA, Math, Social Studies and Science (See nySTART NYS Report Card and AOR Report available on-line)
- In 2009-2010 we will use TC Pro Assessment Software to monitor student progress in word study, non-narrative writing (On-Demand) as well as data reflecting fluency and comprehension which will allow us to monitor very specific student performance trends
- English Language Learners: Grade 5 students are not making significant progress on the NYSESLAT exam and therefore need to be targeted in 2009-2010 (Detailed in the 2009-2010 Language Allocation Policy or LAP)
 - Exemplary Proficiency Gains 08-09 Progress Report: 19.2% in ELA and 10.7% in Math based on NYS Testing. English Language Learners are making more progress in ELA than in Math. PPR Goals and Inquiry Teams will highlight ELL students as a target population
 - 54.5 % (or 6 out of 11) of English Language Learners in 08-09 Grade 5 (now grade 6 students) did not move in proficiency levels on the NYSESLAT
 - 36.3% (or 4 out of 11) of English Language Learners in 08-09 Grade 5 (now grade 6 students) moved back in proficiency level on the NYSESLAT
 - 9% (or 1 out of 11) of English Language Learners in 08-09 Grade 5 (now grade 6 students) increased in proficiencies levels on the NYSESLAT
- Students with IEP's:
 - Exemplary Proficiency Gains 08-09 Progress Report: 13.3% in ELA and 29.4% in Math
 - Students with IEP's are making more progress in math than in ELA. PPR Goals and Inquiry Teams will highlight students with IEP's as a target population
- Economically Disadvantaged Students:
 - High levels of students identified as economically disadvantaged are performing at levels 3 and 4 in both ELA and Math. We do not recognize a trend specifically linked to a students economic status
- Students by Gender:
 - Overall trends show that increases and/or decreases in NYS ELA and Math performance are not necessarily related to gender. In other words, male and female students are performing and progressing at similar rates

What are your greatest accomplishments over the last couple of years?

- Inquiry/Action Research
- Alternative to Observation
- Teacher Teams
- Increased alignment and coherence of instruction and assessment amongst and across grades and departments
- Implementation of goal setting and monitoring systems
- Reading Recovery program in Grade 1 has supported a decrease in referrals from grades 1 and 2
- Student Assessment Binders
- Conferring Tool Kits
- Alignment of ESL, SETSS and Service Providers with Classroom Instruction and professional development
- Professional Development Plan
- Collaborative Learning Community
- Master Schedule including 1X week 20 minute Communication period and 4-5 X week common planning periods by grade
- Increased levels of Parent Engagement

What are the most significant aids or barriers to the schools continuous improvement?

AIDS

- See greatest accomplishments listed above
- PS 154Q has a well developed collaborative community of professionals

BARRIERS

- Professional Planning and Collaboration Time is limited. Teachers are required to administer assessments as well as analyze and utilize assessment data to drive instruction. The master schedule has been arranged to maximize time for teachers to work in professional teams. Further, in 2009-2010, we are offering "mini-planning" days in which half-day, Per Diem coverage is available for teachers on grade/in teams to analyze, reflect and use data to monitor student progress. We are committed to overcoming the barrier of limited professional time however, our very action plan to overcome this barrier simultaneously creates another barrier: our students and their progress are often placed into the hands of Per Diem coverage. Further, increased use of Per Diem coverage becomes a budgetary burden
- Technology: The school technology lab and classroom computers are outdated and can not support newer educational software for students and staff. This year PS 154Q is the recipient of a RESO-A grant for an upgraded technology lab and technology throughout the school. We believe as soon as the upgrade is complete this barrier will immediately turn into an aid for our schools continuous improvement
- Parent Engagement: Although parent engagement and participation levels have increased over the years, as evidenced on the Learning Environment Survey as well as sign in sheets from teacher workshops, we are dedicated to increasing parent engagement (see CEP goal #1)

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

The PS 154Q School Leadership Team has determined the following Annual School Goals to be identified in the 2009-2010 Comprehensive Educational Plan:

Parent Engagement: Quality Review Statements 1.4, 2.4, 3.4, 4.4

By June 2010, the Principal, Assistant Principal, Parent Coordinator, Youth Development Coordinator and Supervising School Aide will develop and conduct 10 monthly parent meetings to support parent engagement and ultimately, increase in student achievement as evidenced by attendance, agenda and feedback sheets

Teacher Engagement: Quality Review Statements 4.2, 4.3

By June 2010, 90% (or 38 out of 42) of pedagogical staff (classroom teachers, clusters and support staff) will have engaged in a structured professional collaboration on teams, using an inquiry approach as evidenced by Inquiry Space Uploads and June 10, 2010 Sharing Day

Student Engagement: Quality Review Statements 3.4, 4.4

By June 2010, 20 students in grades 4-5 will have developed leadership skills through the creation and implementation of a community service project as evidenced by a students developed service project

Social Studies: Quality Review Statements 1.1, 1.2, 2.3

By June 2010, 64% (or 27 out of 42) of the pedagogical staff will create and implement a coherent curriculum and system/structure across grades K-5 to monitor and assess student learning in social studies as evidenced by teacher created social studies rubrics and grade level curriculum maps

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Parent Engagement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the Principal, Assistant Principal, Parent Coordinator, Youth Development Coordinator and Supervising School Aide will develop and conduct 10 monthly parent meetings to support parent engagement and ultimately, an increase in student achievement as evidenced by attendance, agenda and feedback sheets</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Coffee and Conversation Monthly Parent Meetings: September- June <u>Agenda Items will consistently include:</u> Community Building Ice-Breaker, What's Happening in Classrooms Right Now, What's Happening in the Department of Education, What's on Your Mind, Read aloud and Raffle of the Book of the Month <u>Agenda will intermittently include:</u> Guest Speakers including PS 154 Staff and DOE Representatives Weekly Parent Email keeping parents informed of current school events in between our monthly Coffee and Conversation with the Principals meetings School Website</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Parent Coordinator and Youth Development Coordinator will keep a record of hours and apply hours towards Compensatory Time Bulk Job funding for Supervising School Aide Per Session funding for Teachers who facilitate a workshop at meetings</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Agenda Feedback Forms Attendance</p>

Subject/Area (where relevant): Teacher Engagement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 90% (or 38 out of 42) of pedagogical staff (classroom teachers, clusters and support staff) will have engaged in a structured professional collaboration on teams, using an inquiry approach as evidenced by Inquiry Space Uploads and June 10, 2010 Sharing Day</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>2009-2010 Professional Development Plan Use of TCRWP Staff Developers to support Inquiry Work Per Diem Coverage to provide “mini-planning days” for teachers to monitor and revise inquiry data and plans Schedule ARIS Upload Days Core Data Team members will be assigned as a point-person to support and guide work of fellow colleagues and teams</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>2009-2010 Master Schedule supporting 4-5 common planning periods and 1 20-minute communication period per week 37.5 Minute Schedule Per Session funding to support teacher capacity through the creation and use of the Core Data Team and Teacher-Leader Team Per Diem funding to support coverage allowing additional time for teachers to monitor and revise inquiry data and plans</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Per Session Time Cards Per Diem Time Cards Attendance, Agenda and Minutes from Core Data Team and Teacher-Leaders Team Meetings Inquiry Space Uploads June 10, 2010 Sharing Day</p>

Subject/Area (where relevant): Student Engagement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 20 students in grades 4-5 will have developed leadership skills through creation and implementation of a community service project as evidenced by a students developed service project</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Parent Coordinator and Youth Development Coordinator will facilitate a student leadership program, "Giraffe's Heroes," via the completion of a community service project Monday-Thursday 3:17-4:30</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Parent Coordinator and Youth Development Coordinator will keep a record of hours and apply hours towards Compensatory Time Scheduling compliments our 8:20-3:17 school day Monday-Thursday by extending the day an additional 1 hour and 13 minutes thereby providing after hours child care in a stimulating environment</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Attendance Service Project Student Feedback Form</p>

Subject/Area (where relevant): Social Studies

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 65% (or 22 out of 42) of the pedagogical staff will create and implement a coherent curriculum, system and structure to monitor and assess student learning in social studies as evidenced by teacher created social studies rubrics and grade level curriculum maps</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Develop a Social Studies Task Force comprised of one teacher from each grade K-5 Participate in Professional Development collaboration with Bank Street College of Education and N-YHS "Experiences in American History: Setting the Stage for Grades K-2" Creation of teacher and student learning rubrics Students will have goals in social studies based on each units essential guiding questions The Art curriculum will align closely to social studies curriculum maps Year 2 implementation of Social Studies Task Force Team</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Per Session Funding to support Social Studies Task Force Meetings Per Diem Funding to support attendance at professional development meetings (listed above) Scheduling to support Social Studies Task Force meetings</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Teacher created Social Studies Rubrics Grade level curriculum maps Art curriculum map complimenting social studies</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	NA	NA	N/A	N/A	2	5	5	2
1	READING RECOVERY 15-20 Students in Cycles	NA	N/A	N/A	7	6	4	5
2	69	69	N/A	N/A	5	13	1	15
3	91	91	N/A	N/A	5	3	2	9
4	82	82	82	82	3	2	3	7
5	96	96	96	96	1	2	4	5

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

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

**All grades 3, 4 and 5 students remain in school for the 37.5 minute program allowing us to provide AIS services to students performing at all academic levels. The 2009-2010 37.5 Minute AIS program supports academic intervention as well as academic enrichment in a 10:1 ratio

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Reading Recovery: Grade 1: One-to-One Foundations: Grades K- 1: Small Group Wilson: Grades 1-5: Small Group 37.5 Minute Program: Grades 2-5: Small Group Instructional materials include: Buckle Down, Coach, NYSELSAT, and extended instruction from the core curriculum
Mathematics:	Math Game Day: Small Group 37.5 Minute Program: Grades 2-5: Small Group Instructional materials include: Buckle Down, Coach and extended instruction from the core curriculum
Science:	Differentiated Instruction in the classroom: Small Group 37.5 Minute Program: Grades 2-5: Small Group Instructional materials include: Buckle Down, Coach and extended instruction from the core curriculum ESL teachers are scheduled to push-in to Science to work collaboratively with the science clusters and provide reduced teacher-student ratio for English Language Learners
Social Studies:	Differentiated Instruction in the classroom: Small Group 37.5 Minute Program: Grades 2-5: Small Group Instructional materials include: Buckle Down, Coach and extended instruction from the core curriculum ESL teachers are scheduled to push-in to Science to work collaboratively with classroom teachers during social studies clusters and provide reduced teacher-student ratio for English Language Learners in the classroom
At-risk Services Provided by the Guidance Counselor:	The Guidance Counselor conducts 1:1 and small group counseling sessions and workshops to address bullying, peer mediation, self-esteem, etc...
At-risk Services Provided by the School Psychologist:	The School Psychologist works with At-Risk students and students in our Grades K/1 and 2 self-contained 12:1:1 class in both small group and 1:1 settings. This work primarily focuses on the development of social skills & coping skills.
At-risk Services Provided by the Social Worker:	The Social Worker supports the School Psychologist with the At-Risk program described above
At-risk Health-related Services:	The school nurse conducts health related instruction on use of Epi-Pen and Asthma Inhalers

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Part I School ELL Profile:

1. Our key LAP Team Members include our 4 ESL certified teachers, our Literacy Coach, our Administration, our PTA President, our Guidance Counselor, and our SETTS Teacher.
2. PS 154Q is comprised of approximately 600 students with 141 ELL's which makes up 23.5% of our population.

Part II ELL Identification Process:

1. Upon registration parents are given a Home Language Identification Survey (HLIS) by the pupil accounting secretary. These surveys are available in various languages to assist parents in completing it correctly. A member of the ESL Staff along with the pupil accounting secretary will be available to review and aid in the completion of these HLIS forms. This aid will include an oral interview between the parent and a certified NYS and NYC licensed teacher. An interpreter will also be secured when requested/required. These surveys will determine the student eligibility for LAB R testing. Students will be tested within 10 days of registration. These results will determine eligibility for ELL services. An RLAT report will be generated and reviewed on a monthly basis and used to see if newly transferred students from other city schools are eligible for ELL services.
2. In September the parents of students who have been identified as ELLs through the LAB R testing, will be invited to one of three meetings; Coffee and Conversation with the Principal" held in the evening, PTA meeting held in the morning, and a parent orientation meeting held by the ESL staff. These three meetings will provide a detailed description of each of the three programs offered by the Department of Education enabling the largest number of parents to attend. The "Parent Choice" video will be viewed in English and available in other languages. At that time parent choice surveys and program selection forms will be distributed, completed, and collected.
3. Entitlement letters are distributed to all ELL students upon determination of eligibility. Parent Survey and Program Selection forms are returned at the time of the aforementioned meetings. Parents who are unable to attend will be contacted by a member of the ESL Staff in conjunction with the parent coordinator to set up a time for viewing the video along with explaining their choices and completing the surveys. The return of these forms will be tracked by the Assistant Principal and the ESL Staff. Outreach will continue until all forms are returned.
4. At each of the three parent meetings a list of sites for schools offering transitional bilingual and or dual language programs will be distributed. The board of education provides a translation service for those parents who require assistance in their native language. Members of the ESL Staff and the Parent Coordinator will aid the parents in obtaining these services.

5. After reviewing the Parent Survey and Program Selection forms for the past two years, the trend in program choices selection represents an overwhelming preference for Freestanding ELL. Over the past two years, 100% of parents chose the Freestanding ELL program which is offered at our school.
6. The Freestanding ELL program offered at our school is aligned with parent requests.

Part III ELL Demographics:

1. PS 154 has 141 ELL students. There is one self-contained First Grade ESL class with 18 students. The remaining 124 ELL's are serviced through the push-in model. We have 102 general education students who have been enrolled for 0-3 years with an additional 39 general education students who have been enrolled for 4-6 years. In addition, there are 7 special education ELL students who have been here for 0-3 years while 8 special education ELL students have been here for 4-6 years. We have 0 SIFE students. In addition, we have no long term ELL students at this time.
2. We have 33 Spanish speaking students, 9 in kindergarten, 2 in grade 1, 7 in grade 2, 5 in grade 3, 5 in grade 4 and 5 in grade 5. There are 7 Chinese speaking students at PS 154, 1 in kindergarten, 3 in grade 2, 1 in grade 3, 1 in grade 4, and 1 in grade 5. There are 10 Russian speaking students, 5 in kindergarten, 1 in grade 1, 1 in grade 3, 3 in grade 4. There are 5 students who speak Bengali, 1 in kindergarten, 1 in grade 2, and 3 in grade 4. There are 15 students who speak Urdu, 4 in kindergarten, 2 in grade 1, 5 in grade 2, 3 in grade 3, and 1 in grade 5. There are three students who speak Arabic, 1 in Kindergarten, 2 in grade 4. There are 5 students who speak Korean, 1 in kindergarten, 2 in grade 2, 1 in grade 3, 1 in grade 5. We have 6 students who speak Punjabi, 2 in kindergarten, and 4 in grade 5. We have 1 student who speaks Polish, in kindergarten. We have 56 students who speak "other" languages, for a total of 141 students.
3. In school year 08-09 ten third grade ELL students received a level 2 on the ELA and 8 received a level 3 which makes up a total of 18 of our current 4th grade students. In school year 08-09 five fourth grade ELL students received a level 2 on the ELA and 9 received a level 3 for a total of 14 of our current grade five ELL students.
4. In school year 08-09 sixteen third grade ELL students received a level 3 on the Math Exam and three received a level 4 which makes up a total of 19 of our current 4th grade students. In school year 08-09 one fourth grade ELL student received a level 2 on the Math Exam, 8 received a level 3 and 7 received a level 4 for a total of 16 of our current grade five ELL students.
5. In school year 08-09 two fourth grade students received a level 1 on the Science Exam, 1 received a level 2, 9 received a level 3 and 4 received a level 4 for a total of 16 ELL students.

Program and Scheduling Information:

1a. Grade organization consists of one class per grade that is predominately ELL learners. This assists us in our push-in model. Students who require additional service time; newly arrived non English speaking and beginners are also serviced in either a pull-out model or by an additional period of technology instruction provided by an ESL teacher. The students participating in the pull-out model will be serviced for an additional period per day and the group size will not exceed 10 students per class.

1b. Our ELL program uses a heterogeneous push-in model with a focus on content area work specifically science and social studies.

2. The majority of ELL students are placed in heterogeneously grouped classes on each grade with the exception of Kindergarten and 1st grade. Our 1st grade class is a self contained, dually certified heterogeneously grouped ELL class, with one "cluster" class of ELL students on every other grade. These classes account for 270 minutes of ELL instruction per week in a push-in model. In addition, a technology period, utilizing the "Imagine Learning" program is implemented by our ESL teacher. To meet the mandated 360 minutes per week for our Beginner and Intermediate students, an additional 90 minutes of ELL instruction are provided in a pull-out model described above.

3. Within the push-in model, ESL and science teachers co-teach for 90 minutes per week for every grade. Articulation periods are provided to organize and plan instruction on a bi-weekly basis. ESL teachers also collaborate with classroom teachers during a common planning period and differentiate content area instruction in the areas of math and social studies. All instruction is delivered in English. Instructional approaches and methods used to make content comprehensible to enrich language development include; focus on tier 2 words, instructional conversation, scaffolding and implementation of other visual aids.

4. Differentiated instruction is offered for different proficiency levels of English Language Learners. Newcomers and beginners are instructed using hands on activities, alphabet charts, word lists and teacher modeling to increase auditory and speaking skills. A supplemental intervention program has been designed utilizing "Imagine Learning" and targeted instruction in vocabulary and literacy instruction for students who have been in the program for more than three years. The progress of these students will be tracked through interim assessments and teacher observations. In a co-teaching model the Resource Room teacher and ESL teacher provide instruction using smart board technology and instructional strategies focusing on "Verbalization and Visualization" along with vocabulary enrichment. These teachers collaborate to ensure lessons meet the individual IEP and ELL needs of the students.

5. In addition to the aforementioned interventions, there are several inquiry teams with a target population of English Language Learners. These teams focus on ELLs in all content areas. Specifically, students are grouped by language proficiency levels, and reading, writing and math levels within each class. The goal of these teams is to not only increase student progress but also to identify best instructional strategies for English Language Learners.

6. Transitional support for students who have reached proficiency level on the NYSESLAT include test modifications (time and half and separate locations) and small group instruction before during and after school.

7. Technology is infused into several of our ELL classes through the use of the smart board and Utilization of the Imagine Learning Software. In addition, an after school program has been designed to target students who have been in the program for more than 3 years. A morning program has been designed to support our students at the beginning level of proficiency.

8. A lunch time club was implemented last year but it has been discontinued due to inadequate student progress.

9. Our ELL students participate in all school programs. These programs include, but are not limited to; Circle of Dance, Story Telling with Luann Adams, educational assemblies sponsored by the PTA, and leadership programs lead by the Parent Coordinator and the Youth Development Coordinator. All ELL students in grades 2-5 are invited to participate in our after school and morning program. As mentioned above all students receive targeted small group instruction to assist in acquisition of the English language.

10. The following instructional materials are used to support ELL students; fiction and non fiction books, trade books, Foss Science Kits, Words Their Way, smart board instructional support, Imagine Learning and a social studies curriculum that is also supported by hands on field trips. Cameras and color printers are used to capture images to support charts and other instructional aspects of the classroom.

11. Native language support is delivered through the use of bilingual dictionaries and small group instruction. Student translation services are implemented upon need.

12. ELLs' ages and grade levels are considered when services and supports are rendered.

13. Newly enrolled ELL students are introduced to the ESL staff at registration and parents are provided the opportunity to tour the school with a member of the ESL Staff and Parent Coordinator. This tour provides parents and students with a chance to meet other teachers and students while gaining a brief understanding of the school community and curriculum.

Professional Development and Support for School Staff

1. Professional development and support for our school staff is provided by Teachers College Reading and Writing Project, Network Support Specialist from ICI-LSO Network #11. District wide professional development. In house professional development includes collaborative planning time between ESL staff and classroom teachers. In addition, ESL teachers and science teachers meet a minimum of twice a month. At these meetings science teachers provide ESL teachers with professional development on the Foss

Science Program that is implemented in the school. In addition, ESL teachers Share their knowledge and best practices of teaching ELLs.

2. The Guidance Counselor is identified as the Middle School Liaison. ESL teachers working with grade 5 students collaborate with the guidance counselor to assist in the transition from elementary to middle school. The guidance counselor provides training and opportunity for discussions around supporting students as they transition to middle school.
3. A study group is lead by the Assistant Principal in conjunction with Network Support Specialist for the ESL staff and classroom teachers. This group meets once a month where the assistant principal has the opportunity to turn key information acquired at an administrative ELL study group led by Maryanne Cucchiara. The NSS joins the meetings throughout the school year. In addition, this team will discuss developing a repertoire of strategies and plan for instruction.

Parent Involvement

1. Administration hosts a monthly "Coffee and Conversation with the Principal" which provides parents with the opportunity to inquire about instructional and procedural items which can range from scheduling and curriculum to events at this school. A newsletter entitled, "News and Notes" is sent through email to parents every week. This newsletter also informs parents of the weekly events in our community. The parent coordinator sponsors parent workshops and ELL training for adults.
2. At this time PS 154 does not partner with agencies or Community Based Organizations to provide workshops to ELL parents.
3. The needs of the parents of ELL students are initially identified through questionnaires and surveys at time of registration. This is an ongoing procedure as new students are enrolled. Parent needs are also shared at PTA meetings, Coffee and Conversations, and school visits throughout the year.
4. Based on the responses to questionnaires, surveys, and concerns shared at various meetings throughout the school year activities, programs, and groups are designed to address the needs of the parents.

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

1. After analyzing the past two year's of NYSESLAT and Lab-R data, there is a clear trend of fewer students reaching proficiency across all grades. Overall levels of proficiency for the listening and speaking section fell from 61% in school year 07-08 to 20% in SY 08-09. In addition, 29% of students reached proficiency on the reading and writing section of the NYSESLAT in SY 07-08. This fell to 20% in SY 08-09.

2. The aforementioned trends led administration to restructure the placement of our English Language Learners into clusters of classes with teachers who expressed a passion for ensuring progress with our ELLs. There is one ELL class cluster per grade. This supports the implementation of a push-in model and aligning co-teaching of an ESL and classroom teacher through the content areas of social studies and science.

3a. It is clear that our ELL students, across all grades, are getting stuck at the intermediate and advanced levels. There are several programs and initiatives in place to address this stall. At this time there is not enough data to identify if there is a pattern in ELLs taking the test in English as compared to their native language.

b. ELL Periodic Assessment results are analyzed and used to form instructional groups and inquiries on and across grade level. In addition an early morning program has been designed to meet the needs of our beginning level students while an after school program has been designed to reach our students who have stalled.

c. The ELL Periodic Assessments assist the school in grouping students for instruction. They provide interim points of reference regarding the students' progress.

4. N/A

5. Student performance on the NYSESLAT, and New York State Exams are used in coordination with student progress across years to evaluate the success of the programs that we have in place for ELLs.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District ICI/LSO/25	School PS 154Q
Principal DANIELLE GIUNTA	Assistant Principal TARSHA BENEVENTO
Coach CHRISTINE LEABO	Coach
ESL Teacher ELLEN POSNER	Guidance Counselor TANYA CATANZARO
Teacher/Subject Area MARCELLA TROTTA	Parent LAURA DUNCAN
Teacher/Subject Area	Parent Coordinator FAITH RUSSELL
Related Service Provider MICHELE CORNELL	SAF
Network Leader PEGGY MILLER	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	600	Total Number of ELLs	141	ELLs as Share of Total Student Population (%)	23.50%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0
Freestanding ESL										
Self-Contained	0	2	0	0	0	0	0	0	0	2
Push-In/Pull-Out	6	3	3	2	1	2	0	0	0	17
Total	6	5	3	2	1	2	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	141	Newcomers (ELLs receiving service 0-3 years)	102	Special Education	15
SIFE	0	ELLs receiving service 4-6 years	39	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	102	0	7	39	0	8	0	0	0	141
Total	102	0	7	39	0	8	0	0	0	141

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0									

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both

Number of third language speakers:

languages): ____	
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Hispanic/Latino: ____	
Native American: ____	White (Non-Hispanic/Latino): ____
Other: ____	

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	9	2	7	5	5	5				33
Chinese	1	0	3	1	1	1				7
Russian	5	1	0	1	3	0				10
Bengali	1	0	1	0	3	0				5
Urdu	4	2	5	3	0	1				15
Arabic	1	0	0	0	2	0				3
Haitian Creole	0	0	0	0	0	0				0
French	0	0	0	0	0	0				0
Korean	1	0	2	1	0	1				5
Punjabi	2	0	0	0	0	4				6
Polish	1	0	0	0	0	0				1
Albanian	0	0	0	0	0	0				0
Other	8	15	9	11	7	6				56

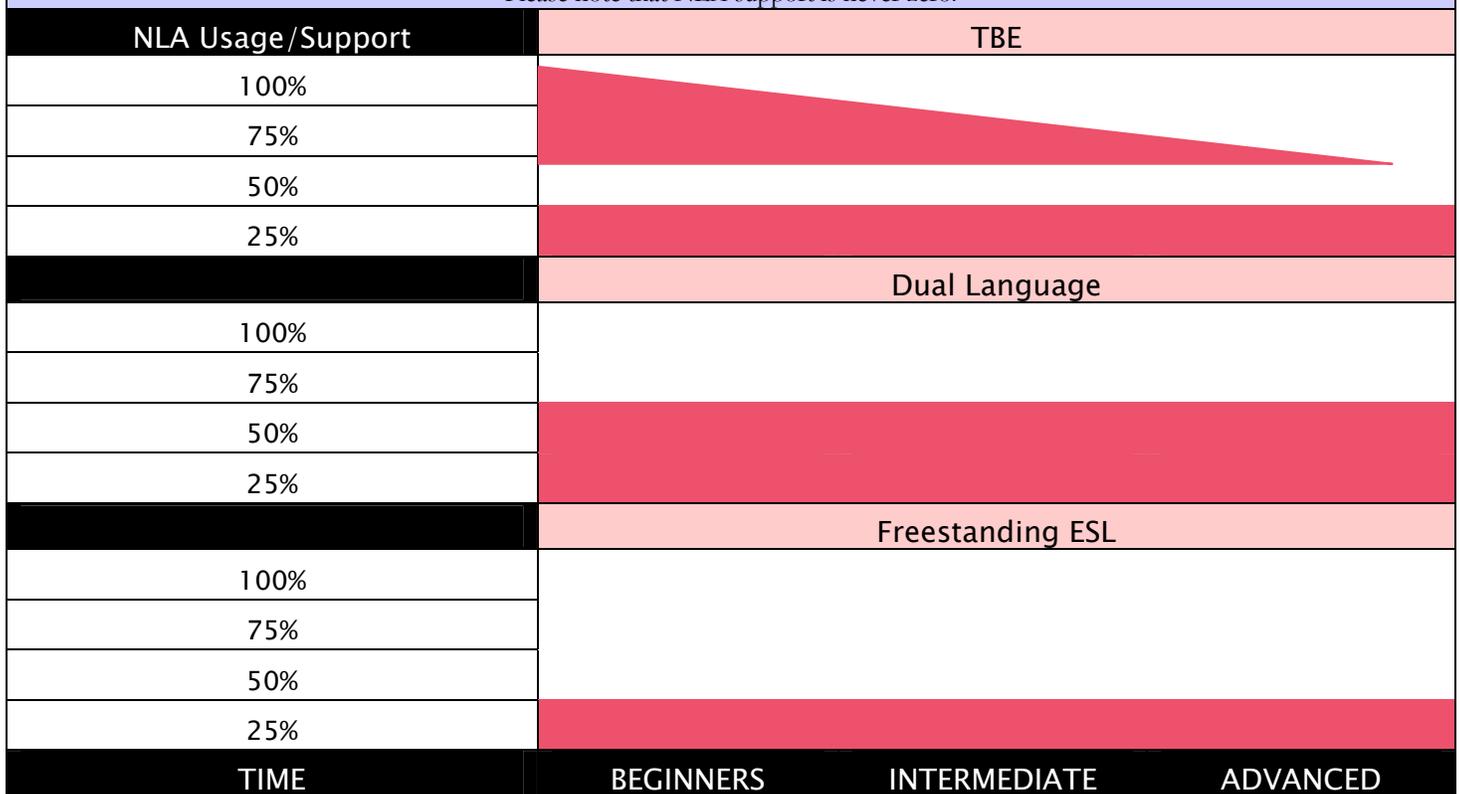
Programming and Scheduling Information										
<p>1. How is instruction delivered?</p> <ol style="list-style-type: none"> What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])? <p>2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?</p> <ol style="list-style-type: none"> How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? <p>3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.</p> <p>4. How do you differentiate instruction for ELL subgroups?</p> <ol style="list-style-type: none"> Describe your instructional plan for SIFE. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs. Describe your plan for ELLs receiving service 4 to 6 years. Describe your plan for Long-Term ELLs (completed 6 years). Describe your plan for ELLs identified as having special needs. 										
TOTAL	33	20	27	22	21	18	0	0	0	141

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

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	16	10	3	1	1	0	0	0	0	31
Intermediate(I)	1	5	5	10	3	3	0	0	0	27
Advanced (A)	16	1	14	9	16	11	0	0	0	67
Total Tested	33	16	22	20	20	14	0	0	0	125

4	2		1		9		4		16
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	2	3	34	8	39	15	101
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

ECLAS-2						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

EL SOL						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

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

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
TARSHA BENEVENTO	Assistant Principal		
FAITH RUSSELL	Parent Coordinator		
ELLEN POSNER	ESL Teacher		
LAURA DUNCAN	Parent		
MARCELLA TROTTA	Teacher/Subject Area		
	Teacher/Subject Area		
CHRISTINE LEABO	Coach		
	Coach		
TANYA CATANZARO	Guidance Counselor		
	School Achievement Facilitator		
PEGGY MILLER	Network Leader		
	Other		
	Other		

Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K-5 **Number of Students to be Served:** 131 LEP Non-LEP

Number of Teachers 3 ESL **Other Staff (Specify)** 1 Dually Licensed Grade 1 Classroom Teacher

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

PS 154Q is located in Flushing, Queens. It serves a student population of about 630 children that are largely immigrant and first generation. As stated in the CEP students come from multi-ethnic, multi-cultural neighborhood of Flushing. There are over 40 nationalities represented among our students. Over 140 of our students are English Language Learners and many more come from homes in which languages other than English are spoken. Pashtu, Urdu, Russian are the major languages spoken by our students, but we also have students who speak Korean, Chinese and Spanish. We are a Title 1 school, since over 79.5% of our students come from low income families as of our most recent 2009-2010 data.

TITLE III AFTER SCHOOL PROGRAM

Start Date: January 25

End Date: April 29

Days Per Week: Monday, Tuesday, Wednesday, Thursday

Time: 3:17-4:32

Total Sessions: 46 Sessions (or 50 Hours) with Students + 10 planning hours = 60 hours

Total Teachers: 2 Teachers (1 ESL and 1 Common Branch)

Target Population: ELL Students in Grades 2-5 who have not made progress for two or more years on the NYSESLAT exam as aligned to PPR/CEP goal for English Language Learners.

The Title III After School program is a supplemental program offered to a target population of English Language Learners. The program will focus on all 4 modalities supported by an engaging curriculum created to support English Language Learners.

PRIMARY INSTRUCTION

In collaboration, 1 ESL teacher and 1 Common Branch Teacher will focus instruction on the use of academic language and the 4 modalities of reading/writing/listening/speaking using the NYSESLAT as a framework for their instruction.

The ESL teacher will provide supplemental expertise in literacy acquisition while the Common Branch teacher provides supplemental expertise in the content area: Social Studies.

ADDITIONAL INSTRUCTION

CIRCLE OF DANCE REPERTORY COMPANY

PS 154Q has a long standing relationship with NYC contracted vendor, Circle of Dance Repertory Company. Circle of Dance will provide a 5 session dance residency to English Language Learners participating in the Title III After School program. Dance will be used as a vehicle to enrich ELL's language development. Students will focus on learning and following directions, cooperating with a partner, enhancing the literacy curriculum by adding movement and performing. Further, all English Language Learners will participate in a Circle of Dance residency during the regular school day. The residency includes an hour of professional development for teachers working both the regular day and the after school program as well. This partnership is funded through Title III and Fair Student Funding.

STORYTELLING WITH LU ANN ADAMS

PS 154Q has a long standing relationship with NYC contracted vendor, Storyteller LuAnn Adams. Lu Ann Adams will provide a 10 session residency in story telling to English Language Learners participating in the Title III After School program. The residency includes an hour of professional development for teachers working the program as well. This residency touches on all 4 modalities. Students will read and listen to folk stories. Students will write and perform their own folk stories.

IMAGINE LEARNING

Imagine Learning is an interactive computer program which will be incorporated as an on-going part of the enrichment children will participate in during the regular school day as well as during the Title III After School program. This program allows staff to assess students' strengths and weaknesses in an effort to support students and tailor their learning. Imagine Learning provides an hour of professional development for teachers working the program as well. This partnership is funded through Title III (42 site licenses), NYSTL Software and Fair Student Funding.

BRINGING IT ALL TOGETHER

Students participating in the TITLE III After School Program will participate in intensive literacy instruction in the content area of Social Studies and NYSESLAT preparation via a collaborative team teaching model. 1 ESL teacher and 1 Common Branch teacher will work collaboratively to provide small group, expert instruction to our English Language Learners participating in the program. Students will participate in a well rounded program which brings in technology, dance and storytelling allowing students to break from traditional instruction into authentic and fun learning experiences which will serve as natural motivation and inspire engagement and stamina.

On-going work will focus on content area instruction as well as using the NYSESLAT as a framework. Residencies will run consecutively. In other words, students will spend the majority of the week and program immersed in traditional instruction with an ESL Licensed teacher and a Common Branch teacher. Both residencies require students to develop their skills as listeners (to story and direction in dance), speakers (as performers in both story and dance), writers (as authors of their own stories and in keeping a reflective dance journal) and readers (again as performers of the stories they create with LuAnn and in preparation for the performance aspect of the dance residency). The storytelling residency requires students to author and act out stories created in a collaborative small group setting. Research shows the impact drama has on student fluency and comprehension. Further, the dance residency requires the same level of drama but requires students to act out their ideas through movement. Again, research indicates dance, the arts, transcends language and supports English Language Learners development.

The use of Imagine Learning software will be on-going and will take place both during regular school hours as a supplementary learning opportunity as well as in the after school program. The use of this program allows students to engage with instruction specifically addressing their needs, varying levels as English Language Learners and all 4 modalities. Further, the software is capable of capturing, analyzing and pinpointing student performance and progress thereby providing invaluable data for both the ESL teacher as well as the classroom teacher and administrators.

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

Professional development will come in the following ways:

Professional Development Sessions with ICI-LSO Network Support Specialist with an Emphasis on Inquiry Team SMART Goals and Training on the NYSESLAT Assistant Principal will participate in a leadership course through ICI-LSO with an emphasis on English Language Learners facilitated by ICI-LSO Research and Development Team for English Language Learners and Dr. Lily Wong-Fillmore
Monthly Grade Conferences

Inquiry Teams with an Emphasis on English Language Learners as Target Population will participate in tailored PD with ICI Network Support Specialist as well as provide PD as the culmination of their year-long inquiry (5 out of 10 or 50% of our Inquiry Teams have chosen English Language Learners as part of their target population and Inquiry)

On-going ELL data study via Inquiry Teams and School Leadership Team for CEP/PPR goals

Professional Development will be provided by LuAnn Adams, Elaine Lewis and the teaching artists from Circle of Dance Repertory Company and Noah Eyre from Imagine Learning.

Form TIII – A (1)(b)

School: 25Q154 BEDS Code: 342500010154

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

Allocation Amount: <u>\$21,720</u>		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 		Per Session (January 25-April 29) 46 1 Hour 15 Minute Teaching Sessions (or 50 Hours) @ \$49.89 Per Hour = \$2,494.50 X 2 Teachers = \$4,989 10 1 Hour Planning Sessions @ \$49.89 Per Hour = \$498.90 Per Teacher X 2 Teachers = \$997.80 50 Hours Supervisor Per Session @ \$52.21 = \$2,610.50
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		\$2,200 LuAnn Adams Story Teller Residency \$4,500 Circle of Dance Repertory Company Residency
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 		NA
Educational Software (Object Code 199)		Imagine Learning (Interactive Language Enrichment Computer Program/Assessments) 42 Site Licenses @ \$150 per license = \$6,300
Travel		NA
Other		NA
TOTAL		\$21,597.30

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

At the start of our school year, an ESL Parent Meeting, in conjunction with the parent coordinator, is scheduled. At that time the staff discusses and informs parents of their options regarding the different programs that are available to their child. Videos in many different languages were created to explain the different options parents should be aware of. Interpreters are available and multi language stamps are utilized to communicate important messages and information to parents throughout the school year.

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

Parent teacher conferences, Parent Coordinator and district interpreters are used to relay important findings and information to the school community.

All major findings of our school are updated and sent to parents in a biweekly newsletter from the principal called "News and Notes". There are monthly scheduled "Coffee and Conversations with the Principal" keeping the neighboring community regularly welcomed and informed. The P.S. 154Q school web site, <http://schools.nyc.gov/SchoolPortals/25/Q154/default.htm> is always providing recent news and information.

Part B: Strategies and Activities

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

Written translations are provided by the NYC Department of Education

High Priority documents are translated or accompanied by a school stamp written in several languages which states, "Important Document: Please have translated"

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

Oral Interpretation services are provided by the NYC Department of Education. All staff members possess the oral translation phone number to assist with parent conferences. In addition, the school arranges for interpreters to be available during Parent Teacher Conferences in November and March.

There are several staff members who are bi-lingual and are ready, willing and able to provide oral translation services when needed. Languages include; Spanish, Urdu, Farsi and Hebrew.

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

A. PS 154Q is responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.htm>.

B. PS 154Q posts, in a conspicuous location at or near the primary entrance to such school, a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Translated signs, in the covered languages, are available at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

C. PS 154Q school safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

D. Parents who speak a primary language that is neither English nor a covered language shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.

E. The Department's website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$310, 022	\$44, 822	\$354, 844
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3, 100		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$15, 501		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:	#31, 002		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: **100%**
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. **NA**

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

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

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

Please refer to section IV: Needs Assessment

2. School wide reform strategies that:

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

Please refer to Section V: Annual School Goals and Section VI: Action Plan

3. Instruction by highly qualified staff.

The 'No Child Left Behind' Act states all teachers must be highly qualified in his/her teaching area. The staff at Public School 154Q consists of highly qualified Common Branch-Day Elementary School Teachers as well as teachers certified in English as a Second Language, Special Education and Fine Arts

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

Title 1 Funding has enabled our school to engage in high-quality and ongoing professional development. Our primary Professional Development relationship is with the Teacher's College Reading and Writing Project. Teachers participate in in-house PD as well as PD at Columbia University's Teachers College. Further, through Title 1 funding teachers, the Assistant Principal and the Principal are able to participate in Specialty Courses, Leadership Courses, Study Groups and Summer Institutes

Paraprofessionals participate in a school based study group facilitated by our SBST and On-Site Psychologist every Tuesday afternoon to develop their skills in working with and understanding the needs of both Special Education and emerging learners

Title 1 funding enables our school to provide on-going support through the hiring of an F-Status Literacy Coach

Title 1 funding enables our Parent Coordinator to invite parents in for workshops on developing mastery of the English language, participation in a parent book club and after-school parent workshops

Title 1 funding enables our school to provide family literacy and mathematics nights supporting family engagement in academic standards

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

Through our deep, long-standing relationship with Teacher's College at Columbia University, we are able to attract potential teachers who have been trained specifically in the instructional philosophies and practices implemented at PS 154Q. In SY 2008-2009, we were able to hire a dynamic, highly-qualified, Special Needs teacher who studied with Mrs. Lucy Calkins, Director of the TCRWP

PS 154 has a longstanding relationship with CUNY Queens College. We accept 10-15 student teaches a year from 2 different education programs offered at the college. Most General Education-Common Branch teachers hired over the past 5 years have conducted their student teaching at our school

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

The Parent Coordinator facilitates an ESL Program for parents throughout the school year. Further, in collaboration with the UFT, our Parent Coordinator facilitates a parent book club.

This year, we have added an interactive read aloud of the Book of the Month to our "Coffee and Conversation with the Principal" meetings held once a month. This interactive read aloud models best practices for parents to bring back to their story time in their own homes

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

Public School 154Q offers 2 full-time Pre-Kindergarten programs to a total of 36 students. Our highly-qualified Pre-K staff works diligently to provide our youngest learners an academically rigorous program in the most developmentally appropriate manner

The Pre-Kindergarten staff participates in all professional development opportunities offered at the school both internally and externally to keep apprised of the latest trends and best practices in education

Our Pre-Kindergarten classrooms are filled with materials that are found in all of our early childhood classrooms (PK-2). Students begin interacting with these materials in PreK thereby preparing students for the formal use of these materials as they progress through the grades

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

Decisions regarding the selection and use of academic assessments are made in consultation with the School Leadership Team, Core Data Team, Teacher Leaders Team and the Consultation Committee

Time for reflecting on data for information and the achievement of individual students and the overall instructional program is built into monthly grade conferences, mini and full day planning sessions and are on-going agenda items for the SLT, Core Data Team and Teacher Leader Team

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

STUDENT PERFORMANCE

The 37.5 Minute program has been re-organized to support students in both a mandated and voluntary program. The 37.5 Minute Program is organized by various sub-groups including; students with special needs, ELL students, ELL students with special needs, etc...The program is also organized by core subjects Reading, Writing and Math. This program commences on the first day of school and continues throughout the school year.

STUDENT PROGRESS

Student Progress is measured through school spreadsheets, the use of ARIS and TC PRO Assessment Software. The 37.5 Minute program serves students performing at or above grade level in an effort to support continued progress for all our students, not just students approaching or performing far below grade level standards.

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

Programs to support student's social-emotional growth and/or progress include;

- a. 'Here's Looking at You' –Drug and alcohol education implemented in grade 4*
- b. 'The 4 R's: Reading, Writing, Respect and Resolution' –Conflict resolution integrated with language arts in grade 3 for a cycle lasting 6 weeks*
- c. 'Peer Mediation' –Each year we have 10-15 trained Peer Mediators*
- d. 'Get Real About Violence' –Violence prevention curriculum based on risk reduction research implemented in grade 5 for a cycle lasting 6 weeks*
- e. 'Resolving Conflict Creatively Program' –effective instruction in conflict resolution and inter-group relations. Lessons are implemented on as 'as needed' basis in grades Pk-5 by the Guidance Counselor and/or the Youth Development Coordinator*
- f. 'Don't Laugh at Me' –Conflict resolution and anti-bullying. Lessons implements grades 3-6 as needed*
- g. 'In My House' –Provides students with tools to help them make positive lifestyle choices and changes, avoid engaging in destructive, high-risk behaviors and develop social and resistance skills*
- h. 'Seeing Red' –Anger management and peacemaking curriculum. This program is implemented in grades 2-5*
- i. Self-Esteem workshops for our Kindergarten and First Grade Self-Contained Special Education classes facilitated by our School Psychologist*
- j. "Giraffe's Heroes"- Student Leadership Program and School Service Project facilitated by our Parent Coordinator and Youth Development Coordinator. This program targets students in grades 4 and 5 who have exhibited leadership skills and or the need to nurture and hone leadership skills (See CEP Goal #3).*

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

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

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

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The School Leadership Team will meet once a month to discuss, investigate and determine action plans for all components of the Comprehensive Educational Plan

Information generated at weekly Core Data Team, Teacher Leaders Team and monthly grade conferences are shared at School Leadership Team meetings. School Leadership Team members are responsible to turn-key the information to their specific constituencies (UFT Meetings, PTA Meetings)

For this section of Appendix 7 we specifically reached out to our Literacy Coach and grade leaders as well- We require additional time to address sections 1-2 with greater depth

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

Applicable Not Applicable

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

Public School 154Q follows the TCRWP Reading and Writing Curricula which is both research based and supports the NYS Scope and Sequence for Literacy. This program supports differentiated instruction and requires teachers to match students to appropriately leveled books, confer with students thereby ensuring tailored differentiation on a 1:1 or small group ratio. The writing program is structured in the same manner both exposing the whole class to a variety of writing genres throughout the year while simultaneously providing tailored, differentiated instruction to students based on their individual writing level.

"Words Their Way" is the word study/spelling program we have implemented at PS 154Q. This research based program allows teachers to find students spelling level and plan for differentiated instruction.

We use the TCRWP Literacy Assessments to track student progress throughout the year. This assessment directly aligns with our daily instructional programs allowing the school (administrators, teachers, students and parents) to use the data to directly inform instruction and the instruction to influence the data.

Finally, since our reading, writing and word study programs are based primarily on a student's level, the programs are developmental in that the program progresses along with the individual child.

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

Although the finding is not applicable PS 154 will continue to reflect on our current practice and dedicate ourselves to making adjustments as new ideas and opportunities present themselves.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–

12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The School Leadership Team will meet once a month to discuss, investigate and determine action plans for all components of the Comprehensive Educational Plan

Information generated at weekly Core Data Team, Teacher Leaders Team and monthly grade conferences are shared at School Leadership Team meetings. School Leadership Team members are responsible to turn-key the information to their specific constituencies (UFT Meetings, PTA Meetings)

For this section of Appendix 7 we specifically reached out to our Former Math Coach (now grade 1 teacher) and grade leaders as well- We require additional time to address sections 1-2 with greater depth

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

Applicable Not Applicable

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

We are able to dispel the relevance of this finding based on our use of the Everyday Mathematics program, the performance of our students on the NYS Mathematics Test and the progress as reported on our school progress report.

On the other hand, we do recognize that basic computation (Number Sense and Operations) is a prevailing concern and not taught with great intensity in the Everyday Mathematics program. To remedy this concern, teachers use the 37.5 minute program and math game day structure to tailor and differentiate instruction which also supports developing skills in automaticity (quick computation in addition, subtraction, multiplication and division)

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

Although the finding is not applicable PS 154 will continue to reflect on our current practice and dedicate ourselves to making adjustments as new ideas and opportunities present themselves.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The School Leadership Team will meet once a month to discuss, investigate and determine action plans for all components of the Comprehensive Educational Plan

Information generated at weekly Core Data Team, Teacher Leaders Team and monthly grade conferences are shared at School Leadership Team meetings. School Leadership Team members are responsible to turn-key the information to their specific constituencies (UFT Meetings, PTA Meetings)

For this section of Appendix 7 we specifically reached out to our Literacy Coach and grade leaders as well- We require additional time to address sections 1-2 with greater depth

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

Applicable Not Applicable

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

PS 154Q follows the TCRWP Reading and Writing Curriculum and philosophy. Each lesson begins with a "mini-lesson" ranging from 10-15 minutes. Each mini-lesson is comprised of a teacher demonstrating a skill and inviting students to engage in practicing the skill. After the lesson, students are sent to engage in the independent reading/writing workshop at which time the teacher works with students 1:1 or in small, guided groups. Whole group instruction is kept to a minimum inside the reading and writing instruction taking place at our school.

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

Although the finding is not applicable PS 154 will continue to reflect on our current practice and dedicate ourselves to making adjustments as new ideas and opportunities present themselves.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The School Leadership Team will meet once a month to discuss, investigate and determine action plans for all components of the Comprehensive Educational Plan

Information generated at weekly Core Data Team, Teacher Leaders Team and monthly grade conferences are shared at School Leadership Team meetings. School Leadership Team members are responsible to turn-key the information to their specific constituencies (UFT Meetings, PTA Meetings)

For this section of Appendix 7 we specifically reached out to our Math Coaches and grade leaders as well- We require additional time to address sections 1-2

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

Applicable Not Applicable

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

Although the Everyday Mathematics program lends itself to whole group instruction more often than in literacy, the teachers at PS 154 have built in structures to ensure higher levels of engagement through data-driven student partnerships and/or groupings, math game day and 37.5 minute program instruction.

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

Although the finding is not applicable PS 154 will continue to reflect on our current practice and dedicate ourselves to making adjustments as new ideas and opportunities present themselves.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Information generated at weekly Core Data Team, Teacher Leaders Team and monthly grade conferences are shared at School Leadership Team meetings. School Leadership Team members are responsible to turn-key the information to their specific constituencies (UFT Meetings, PTA Meetings)

For this section of Appendix 7 we specifically reached out to our Payroll Secretary and HR Liaison as well

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

Applicable Not Applicable

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

The evidence at Public School 154Q dispels the relevance of this finding as determined by the hiring and retention trends over the past 5 years. See BEDS Report and Teacher Tenure and Seniority Report

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Information generated at weekly Core Data Team, Teacher Leaders Team and monthly grade conferences are shared at School Leadership Team meetings. School Leadership Team members are responsible to turn-key the information to their specific constituencies (UFT Meetings, PTA Meetings)

For this section of Appendix 7 we specifically reached out to our ESL Staff as well

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

Applicable Not Applicable

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

PS 154Q is a member of the ICI-LSO. Our network has selected an NSS (Network Support Specialist) for English Language Learners. In addition, PS 154 is a Teacher's College Reading/Writing Project School. As such, all members of our community are able to participate in a variety of professional development opportunities geared towards the specific learning styles and needs of our ELL population.

Our ESL Staff participates in on-going professional development/study groups facilitated by our NSS for ELL's. Our Classroom teachers participate in both internal and external professional development primarily through our relationship with the TCRWP. Administration (Principal and Assistant Principal) participate in professional development through our Learning Support Organization in addition to our relationship with the TCRWP.

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

Although the finding is not applicable PS 154 will continue to reflect on our current practice and dedicate ourselves to making adjustments as new ideas and opportunities present themselves.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The School Leadership Team will meet once a month to discuss, investigate and determine action plans for all components of the Comprehensive Educational Plan

Information generated at weekly Core Data Team, Teacher Leaders Team and monthly grade conferences are shared at School Leadership Team meetings. School Leadership Team members are responsible to turn-key the information to their specific constituencies (UFT Meetings, PTA Meetings)

For this section of Appendix 7 we specifically reached out to our ESL Staff as well

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

Applicable Not Applicable

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

It is true that NYSESLAT data needs to be available to schools in timely manner. Schools are not able to account for current ELL data in promotional decisions, specifically for future class placement more than for retention purposes. Further, when the scores become available to schools, the data needs to be disaggregated by the staff thereby taking additional time.

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

At PS 154Q, the ESL Staff turns the ELL data around to the administration and classroom teachers within days of receiving the data. Our lead ESL teacher has created a spreadsheet containing all ESL students and their NYSESLAT scores and level (Beginner, Intermediate, Advanced). Each classroom teacher receives a copy of student information which pertains to the students in their respective classes. We are fortunate to have access to an NSS for Data through our affiliation with the SSO ICI-LSO who has created a "NYSESLAT Calculator" allowing schools to disaggregate ELL data as soon as the data becomes available.

All staff members are able to access student data uploaded into ARIS. However, ARIS only indicates whether students are ELL eligible or former ELLs. ARIS does not indicate specific ELL information such as Beginner, Intermediate, Advanced or Stalled

The ESL Staff at PS 154 has created a progress report and rubric to track student progress in the ESL program. This information is shared with classroom teachers and parents throughout the school year (November, March and June).

Central can assist by providing all schools, not solely PS 154Q, with formal ELL data in a timely manner, prior to the end of the school year. In addition, central can assist by having ARIS provide more detailed ELL data.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The School Leadership Team will meet once a month to discuss, investigate and determine action plans for all components of the Comprehensive Educational Plan

Information generated at weekly Core Data Team, Teacher Leaders Team and monthly grade conferences are shared at School Leadership Team meetings. School Leadership Team members are responsible to turn-key the information to their specific constituencies (UFT Meetings, PTA Meetings)

For this section of Appendix 7 we specifically reached out to our Special Education Staff and SBST as well

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

Applicable Not Applicable

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

All General Education Classroom teachers, in addition to Out-of-Classroom teachers (Art, Science, Library, Physical Education, Technology, Intervention Programs) are provided with copies of the IEP for every student who has an IEP and whom they work . All teachers sign upon receipt and review of each and every IEP they receive. This year we will convert IEP's into the PDF Format and share IEP's with staff via email and save onto zip drives

All teachers are provided with a 20 minute "Communication" period once a week to arrange time to communicate with our support staff to develop their understanding of the Individualized Educational Plan.

Our school Psychologist provides a professional development workshop every Tuesday afternoon for our Special Education paraprofessionals- additional staff members who are interested in gaining more insight may request to attend or schedule a meeting with our SBST during another convenient time

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

Although the finding is not applicable PS 154 will continue to reflect on our current practice and dedicate ourselves to making adjustments as new ideas and opportunities present themselves.

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

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

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Information generated at weekly Inquiry Team, Think Tank Team and Data Study Group meetings are shared at monthly School Leadership Team meetings. School Leadership Team members are responsible to turn-key the information to their specific constituencies (UFT Meetings, PTA Meetings)

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

Applicable Not Applicable

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

All General Education Classroom teachers, in addition to Out-of-Classroom teachers (Art, Science, Library, Physical Education, Technology, Intervention Programs) are provided with copies of the IEP for every student who has an IEP and whom they work. All teachers sign upon receipt and review of each and every IEP they receive. This year we will convert IEP's into the PDF Format and share IEP's with staff via email and save onto zip drives

ALL teachers are provided with a 20 minute "Communication" period once a week to arrange time to communicate with our support staff to develop their understanding of the Individualized Educational Plan.

Our school Psychologist provides a professional development workshop every Tuesday afternoon for our Special Education paraprofessionals- additional staff members who are interested in gaining more insight may request to attend or schedule a meeting with our SBST during another convenient time

In addition, Clusters and Out-of-Classroom personnel are scheduled to meet with our Special Education Team comprised of 2 Special Education classroom teachers, Special Education Paraprofessionals and our SBST on August and November Professional Development days to debrief the progress of our students in Self-Contained Special Education classes.

General Education teachers meet with the SBST to design individualized behavior plans for students receiving SETSS, other special education services or general education students who are in need of a behavioral intervention

The IEP team works in collaboration to formulate IEP goals. IEP goals are written in collaboration with the staff that will work directly with the students and assist in aligning instruction to the general education curricula. Goals are specific to the child's performance level and are written in terminology which is congruent to our school wide instructional programs (Balanced Literacy, Everyday Mathematics, FOSS Science, etc...). Instruction is delivered in a manner in which students can transfer skills and strategies into school wide curricula

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

Although the finding is not applicable PS 154 will continue to reflect on our current practice and dedicate ourselves to making adjustments as new ideas and opportunities present themselves.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.



PUBLIC SCHOOL 154Q

75-02 162 Street Flushing, NY 11366

718-591-1500

Fax 718-591-8751

Danielle C. Giunta
Principal

Tarsha C. Benevento
Assistant Principal

PARENT INVOLVEMENT PLAN 2009-10

P.S. 154Q believes that without the participation and support of our parents, children will have difficulties meeting the levels of achievement that will allow students to meet promotional criteria set by the New York City Department of Education, New York State and Federal *No Child Left Behind* mandates and becoming successful adults.

The multicultural school population surrounding P.S. 154Q attracts many new immigrants, many who have difficulties with the English Language. In order to entice and help our parents to be active participants in their students' education we will do the following:

- Provide monthly calendars to inform parents of special events in the school and community in addition to the daily breakfast and lunch menu.
- Provide workshops in literacy and mathematics and other curricula areas.
- Provide parenting workshops.
- Provide workshops on how to help with homework.
- Provide annual (September) informational meeting on School-wide programs and its benefits.
- Provide workshops on State Assessments.
- Provide ESL workshops.
- Provide translations for meetings, PTA/P/T conferences, any meeting with a parent needing translation.
- Provide workshops based upon parent needs/interests (survey parents).
- Provide workshops on communicating with the school including:
 - P/T conferences – questions to ask
 - Information on the school report card
- Invite parents to participate in events, presentations, performances that are targeted on the multicultural nature of the community.
- Disseminate information about meetings and workshops via flyers translated into the four major languages (Spanish, Russian, Urdu/Farsi and Chinese), face-to-face discussions (translated), school messenger, and letters (translated), monthly calendar and (outdoor) sign board.
- Parent Coordinator will hold parent meetings and workshops and continuously call and connect with parents.
- Provide additional meetings (AIS monthly team meetings and individual parent/teacher conferences) for parents of our at-risk students so that they may be informed about their child's difficulties, strategies employed to help their child and if a child has not met promotional criteria, the additional support of summer programs as designed by NYCDOE.
- Continue the Learning Leader Program which will empower further parent participation.
- School Leadership Team will address parents' needs, concerns and participation in school and plan and tailor parent involvement activities.
- School Guidance Counselor will address parents' concerns about their children's socio/education.
- Provide monthly "Coffee and Conversation" sessions for parents with the principal and assistant principal.
- Provide weekly parent E-Mail (Updates and Sharing) to keep parents informed in between school based meetings

Every effort will be made to hold workshops at convenient times for our parents. A survey will be taken of the parent population to determine the best time for meetings. In addition, comparison of attendance logs will be used to determine the optimum time to hold workshops.

Parents' needs and concerns about School-wide program will be addressed in this order: Parent Coordinator, Assistant Principal, Principal. School-wide program will be on the agenda at PTA meetings.



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Danielle C. Giunta
Principal

Tarsha C. Benevento
Assistant Principal

School Parent Compact

We, the school and parents, agree to work cooperatively to provide for the successful education of our children.

SCHOOL

PARENT/GUARDIAN

We understand: the need to convene meetings for Title I parents to inform them of the Title I program and their right to be involved.

We understand: the need to offer a flexible number of meetings at various times and if necessary seek funds to provide transportation or childcare when possible.

We understand: the need to actively involve parents in planning, reviewing and creating activities in order to meet the Title I program guidelines.

We understand: the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.

We understand: the need to provide quality curriculum and instruction.

We understand: the need to deal with communication issues between teachers and parents through:

- Parent Teacher Conferences
- Reports to parents on their children's progress
- Reasonable access to staff
- Opportunities to volunteer and participate in their child's class
- Observation of classroom activities

We understand: the need to assure that parents may participate in professional development activities, i.e., literacy classes, and workshops on reading strategies.

I understand: the need to become involved in the strategies designed to encourage my participation in parent involvement activities.

I understand: the need to participate in or request technical assistance training that the school or district office offers on child rearing practices and teaching and learning strategies.

I understand: the need to work with my child on schoolwork; read to my child on a daily basis and encourage my child to read to me each day.

I understand: the need for me to monitor my child's:

- Attendance at school
- Homework
- Television watching/Video Games
- Health needs

I understand: the need to share responsibility for my child's improved academic achievement.

I understand: the need to communicate with my child's teachers about his/her educational needs.

I understand: the need to ask parents and parent groups to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process.

Parent's Signature

Date

Filename: 25Q154 CEP 2009-2010_Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_Q154_
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
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Author: Sharon Rencher
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