

P.S. 154 JONATHAN D. HYATT

2009-10

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (07/ BX/ 07BX154

ADDRESS: 333 EAST 135TH STREET BRONX NY, 10454

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR 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 SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 154 SCHOOL NAME: Jonathan D. Hyatt

SCHOOL ADDRESS: 333 East 135th Street Bronx, New York 10454

SCHOOL TELEPHONE: 718-292-4742 FAX: 718-2924721

SCHOOL CONTACT PERSON: Julia LaMar EMAIL ADDRESS: Jlamar2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Adrienne Mazzeo & Alexis Garcia

PRINCIPAL: Marsha Elliott

UFT CHAPTER LEADER: Denise Green

PARENTS' ASSOCIATION PRESIDENT: Robin Sheppard

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 07 SSO NAME: Children First Network 9 Maverick Education Organization

SSO NETWORK LEADER: Valerton McDonald

SUPERINTENDENT: Yolanda Torres

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
Marsha Elliott	*Principal or Designee	
Denise Green	*UFT Chapter Chairperson or Designee	
Robin Sheppard	*PA/PTA President or Designated Co-President	
David Farley	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Sonia Martinez	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
YMCA, Andrew Peterson City Year, Talia Bender	CBO Representative, if applicable	
Yahaira Colon	Member/Parent	
Lizette Cortez	Member/Parent	
Janice Rivera	Member/Parent	
Renee Luke	Member/Parent	
Alberto Mateo	Member/Parent	
Evelyn Colon	Member/Teacher	
Alexis Garcia	Member/Teacher	
Keisha Green	Member/Teacher	
Adrienne Mazzeo	Member/Teacher	
Heather O'Connor	Member/Teacher	

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.

P.S. 154X is a school where a highly committed staff, student and parent community work together to ensure the maximum intellectual, social and emotional growth of each child in order to empower the students to be successful lifelong learners in a changing and highly technological world.

The Jonathan D. Hyatt School is located in the Mott Haven section of the Bronx, New York. This pre-kindergarten to fifth grade school serves a population of approximately 530 students. Ninety-nine percent of the student population is African American or Hispanic. The school is a central part of the community to many of the students and their families.

P.S. 154 provides a clean, safe, caring and exciting environment in which children thrive. The school is warm and welcoming and prominently displays student work as well as the expectations of students on the corridor walls. The school is structured in two houses which reflect the goal of "creating a garden of successful learners" and each house is led by an assistant principal.

The curriculum is broad, although there is a focus on English language arts and mathematics. The wider curriculum ensures that students take art, physical education or dance, science, social studies, library and music on a weekly basis. Students also go on many valuable field trips throughout the school year which enhance the learning taking place in the classroom. All classrooms in grade K-5 have computers and all classrooms in grades 3-5 have smart boards. Our school's extracurricular activities include a recorder program and senior and junior chorus.

Senior students learn about the three branches of government and the election process by voting for senators and making decisions based on consensus. This student government program provides authentic decision making experiences for students. For example, they will make decisions regarding service learning, environmental concerns regarding their neighborhood, nutrition and other issues of concern.

An organization that P.S. 154 has an affiliation with is Doing Art Together. This non-profit arts education organization provides hands-on art programs by trained art instructors. Through this program students experiment with a variety of materials, express their own ideas and feelings and make discoveries. Doing Art Together also provides professional development workshops for teachers and administrators and offer parent/child workshops.

Recently, P.S. 154 took on a partnership with City Year. City Year works with the PS 154 community to provide students in kindergarten through fifth grade academic support,

behavior incentives and service learning programs. Currently, City Year runs a read-a-loud program called *Bring Books to Life* which shares the love of reading with students while providing character education for kindergarteners through second graders and cultural awareness education for third through fifth graders. City Year also provides one on one tutoring and in class academic support for math and literacy classes and they host an after school program that is focused around homework assistance, service learning and creative expression.

Since P.S. 154 takes youth development and guidance seriously, we have taken up a partnership with the YMCA. The YMCA offers an after school program for students in grades K-5. The YMCA staff provides homework help as well as a curriculum based on a program model that focuses on learning enhancement, health and recreation, and building competence and confidence in children. This year the YMCA after school program will be adding an Educational Coordinator that will train and assist YMCA staff members in providing homework help to our students based on the curriculum that we use.

This year we are also collaborating with the Girl Scouts of America. Students in grades K-5 will be able to join the Daisies, Brownies or Juniors. The Girl Scouts will provide an accepting and nurturing environment where girls will build character and skills for success in the real world. This will promote the development of qualities that will serve them all their lives, like leadership, strong values, social conscience, and conviction about their own potential and self-worth.

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 Jonathan D. Hyatt								
District:		7	DBN:	07X154	School BEDS Code:		320700010154			
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	31	18	36		91.8	92.1	92.1			
Kindergarten	80	61	74							
Student Stability - % of Enrollment:					Poverty Rate - % of Enrollment:					
Grade 1	97	96	90	(As of June 30)	2006-07	2007-08	2008-09			
Grade 2	96	80	92		93.4	91.5	90.2			
Grade 3	82	81	84							
Grade 4	78	81	84	Students in Temporary Housing - Total Number:						
Grade 5	93	77	76	(As of June 30)	2006-07	2007-08	2008-09			
Grade 6	0	0	0		9	14	30			
Grade 7	0	0	0	Recent Immigrants - Total Number:						
Grade 8	0	0	0	(As of October 31)	2006-07	2007-08	2008-09			
Grade 9	0	0	0		0	6	3			
Grade 10	0	0	0	Special Education Enrollment:						
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09			
Grade 12	0	0	0							
Ungraded	0	0	3	Suspensions (OSYD Reporting) - Total Number:						
Total	557	501	526	(As of June 30)	2006-07	2007-08	2008-09			
					3	4	12			
					6	6	10			
				Special High School Programs - Total Number:						
				(As of October 31)	2006-07	2007-08	2008-09			
					0	0	0			
					0	0	0			
English Language Learners (ELL) Enrollment: (BESIS Survey)					Number of Staff - Includes all full-time staff:					
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09			
# in Transitional Bilingual Classes	0	0	0							
# in Dual Lang. Programs	0	0	0							
# receiving ESL services only	92	86	69	Number of Teachers	52	57	50			

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	2	9	9	Number of Administrators and Other Professionals	7	13	13
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	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	63.5	66.7	76.0
				% more than 5 years teaching anywhere	51.9	52.6	58.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	69.0	67.0	76.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.2	93.3	90.9
American Indian or Alaska Native	0.2	0.4	0.8				
Black or African American	37.2	35.5	35.7				
Hispanic or Latino	61.8	63.3	62.7				
Asian or Native Hawaiian/Other Pacific Isl.	0.5	0.2	0.2				
White	0.4	0.6	0.4				
Male	52.4	54.9	56.1				
Female	47.6	45.1	43.9				
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:

Student Groups	Elementary/Middle Level			Secondary Level		
	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	X	√	-			
Limited English Proficient	X	√	-			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	4	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:	76.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	3.6	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:	20.3	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	48.1		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	4.5		

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?
-

STUDENT PERFORMANCE TRENDS

Student Performance for English Language Arts indicates the following:

- **Percentage of Students at Proficiency (Level 3 or 4): 59.1%** of our students attained levels 3 or 4 which is 103.5% of the way from the lowest (24.0) to the highest (57.9) score relative to our Peer Horizon and 48.5% of the way relative to City Horizon.

Student Performance for Mathematics indicates the following:

- **Percentage of Students at Proficiency (Level 3 or 4): 80.9%** of our students attained levels 3 or 4 which is 89.0% of the way from the lowest (38.8) to the highest (86.1) score relative to our Peer Horizon and 59.2% of the way relative to City Horizon.

Student Progress for English Language Arts indicates the following:

- **1 Year of Progress: 79.3%** of our students made at least 1 year of progress, which is 111.7% of the way from the lowest (44.9%) to the highest (75.7%) score relative to our Peer Horizon and 124.5% of the way relative to our City Horizon.
- **Average Change in Proficiency: 0.47** was our average change in student proficiency for level 1 and 2 students, which is 106.7% of the way from the lowest (0.15) to the highest (0.45) score relative to our Peer Horizon and 91.2% of the way relative to City Horizon. 0.03 was our average change in student proficiency for level 3 and 4 students, which was 93.3% of the way from the lowest (0.25) to the highest (0.05) relative to our Peer Horizon and 83.3% of the way relative to City Horizon.
- **Average Change Lowest 1/3 Students Making at Least 1 Year Progress: 92.2%** is our average change in proficiency in our lowest 1/3 students, which is 83.0% of the way from the lowest (54%) to the highest (100%) score relative to our Peer Horizon and 91.2% of the way relative to our City Horizon.

Student Progress for Mathematics indicates the following:

- **1 Year of Progress: 63.5%** of our students made at least 1 year of progress, which is 83.7% of the way from the lowest (42.9%) to the highest (67.5%) score relative to our Peer Horizon and 55.0% of the way relative to our City Horizon.
- **Average Change in Proficiency: 0.34** was our average change in student proficiency for level 1 and 2 students, which is 65.0% of the way from the lowest (0.8) to the highest (0.48) score relative to our Peer Horizon and 52.8% of the way relative to City Horizon. **0.01** was our average change in student proficiency for level 3 and 4 students, which was 73.3% of the way from the lowest (0.23) to the highest (0.07) relative to our Peer Horizon and 58.8% of the way relative to City Horizon.
- **Average Change Lowest 1/3 Students Making at Least 1 Year Progress: 61.5%** is our average change in proficiency in our lowest 1/3 students, which is 30.8% of the way from the lowest (51.9%) to the highest (83.1%) score relative to our Peer Horizon and 55.0% of the way relative to our City Horizon.

GREATEST ACCOMPLISHMENTS

P.S. 154's greatest accomplishment has been the increase in our overall score on the Progress Report. We received a C on our 2007-2008 Progress Report while we received an A on our 2008-2009 Progress Report. In 2007-2008 our overall score was 37.5 and in 2008-2009 our overall score was 76.5.

The increase in the overall score was in large due to our improved scores in Student Performance and Student Progress on the Progress Report. More specifically, the percentage of students performing at proficiency levels 3 or 4 in ELA went from 38.6% in 2007-2008 to 59.1 % in 2008-2009. Similarly, the percentage of students performing at proficiency levels 3 or 4 in mathematics went from 74.8% to 80.9%. As a result, P.S. 154 scored an A in the Student Performance section of the 2008-2009 Progress Report.

We also received an A in the Student Progress section of the Progress Report whereas the year before we scored a D. In particular, the percentage of students making at least one year of progress in ELA was 52.4% in 2007-2008 and 79.3% in 2008-2009. Furthermore, the percentage of the lowest 1/3 students making at least 1 year of progress in ELA was 68.5% and this year was 92.2%. We experienced similar results for student's progress in mathematics as well. The percentage of students making at least 1 year of progress for mathematics went from 48.2% in 2007-2008 to 63.5% in 2008-2009.

AID TO CONTINUOUS IMPROVEMENT

P.S. 154 collects and uses a wide range of student performance data to enhance planning, promote student progress and raise overall achievement. Therefore, we believe that a significant aid to our continuous school improvement can be attributed to our highly effective approach to data analysis.

The school uses many data collection tools to understand the performance and progress of each student and to set challenging goals. The ELCAS-2 assessment is a formal assessment used to inform instruction in grades K-2. Other performance data that teachers look at include: running records, unit tests, writer's notebooks, conferencing notes, and homework. The periodic assessments used in third through fifth grade are Acuity and the practice English language arts tests, mathematics tests, social studies tests and science tests. Acuity's in-depth reports provide detailed information on student strengths and weaknesses, as well as progress over time, to teachers, parents, and students. The practice ELA, Mathematics, Social Studies and Science tests allow teachers to better understand how each student is performing and identify core areas for improvement. Other performance data that upper grade teachers look at include: running records, unit tests, writer's notebooks, conferencing notes, and homework.

This year we have a data specialist that manages, analyzes, and disaggregates our school's formative and summative data over a continuous cycle. Our data specialist effectively organizes all of the assessment data that teachers have collected and provides each classroom teacher with a student tracking binder. The specialist also provides on site support to our administration and teachers as well as professional development in order to improve their knowledge and ability to analyze assessment data effectively. As a result teachers will be able to target individual student academic needs and differentiate instruction accordingly, improving student outcomes.

Teachers keep administration up to date about students' achievement on a weekly basis. This also allows for close tracking of student progress as well as an opportunity for discussion about specific teaching strategies that may increase student learning. Teachers exchange information about student learning with each student, with their families, administration, and support personnel in ways that improve understanding and encourage academic process. This practice has allowed us to develop effective academic intervention services for at-risk students and students with special needs.

The pupil personnel committee and the special education cabinet very effectively support students with special needs and those who are at risk as well. The academic progress of these students is discussed at weekly cabinet meetings and the progress of plans and interventions is also addressed. Students with the greatest need receive intensive intervention services during the day. We utilize both the push-in and pull-out model of intervention to support learning in reading and mathematics. The math and literacy coaches push-in to classrooms, while the Reading Interventions Specialist pulls students out to work in small groups. *The Saturday Sunshine Learning Garden* further supports the needs of English Language Learners and students not performing up to state standards.

To foster and increase collaboration among teaching staff we have also implemented teaching and learning teams. These teams give input and recommendations on a wide spectrum of important instructional decision-making. The Assessment Team reviews all

formative and summative assessments to improve the effectiveness of our assessments. This team continuously looks at what assessments are useful to teachers and students and what assessments need to be adjusted so that they are more valuable instructional tools. The Curriculum Team consists of teachers of all grades and content areas. Since developing curriculum is an ongoing process, this team consistently meets in order plan, implement, monitor, review and revise curriculum across all grades and content areas. The Special Needs Team reviews the curriculum, teaching, and performance of special needs students. This team also monitors the progress of all students who are at-risk or not proficient in ELA and mathematics as well. The close examination of academic progress of these students helps the team to make recommendations concerning differentiated instruction in the classroom and intervention services. The Children's First Initiative (CFI) School-Wide Inquiry Team works collaboratively to choose a target population of special needs students in our school. Then they develop a plan to provide specific focused intervention to these students. Next the team evaluates the results of the intervention on this focus group of students and extends the success of the intervention school-wide where applicable. The Continuous Improvement Team consists of at least one member from the other four teams. Other members of this team are administrators, coaches and additional support staff. This team is considered the "core team" because they make the final decisions concerning curriculum, special needs and assessments based on the recommendations from the other teams.

The only way to provide more effective instruction is to have data drive what is taught. This deep understanding of data analysis ensures that our teachers record key information from which they not only know the strengths and areas for development of their students, but also consequently plan their lessons for differentiated instruction. All in all, the staff at P.S.154 uses information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic progress and achievement for all students.

BARRIER TO CONTINUOUS IMPROVEMENT

Budget cuts to the New York City Public School System have impacted our school tremendously. Based on the current budget crisis and the reduction of funds to our school, P.S.154 did not have the money to reduce class size in grades K-5.

Although none of our classes are out of compliance concerning class size, we would like reduce class size because we believe it to be a crucial component of improving academic performance in our school. We feel that smaller classes will improve student achievement in all content areas. Students in smaller classes tend to perform better than students in larger classes on formal and informal achievement tests.

There are also more instructional options for teachers of small classes. Teachers may teach differently or certain instructional strategies may work better in small classes. For example, more work done in small groups might be possible. Teachers with small classes give more individual attention to students. Teachers with small classes were found to engage with individual students and small groups more frequently than teachers with larger classes, possibly because they spend less time on classroom management than teachers in larger classes.

We believe that reducing class size will have a great impact on our students' achievement and academic success across the content areas. Reducing class size will allow every student more of the teacher's time and more individualized attention to grasp the academic material to meet high standards. All in all, reducing class sizes can have a dramatic and long-lasting effect on student achievement.

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.

Goal #1: To increase the number of students who reach ELA proficiency.

The Progress Report and New York State Accountability Report for the 2008-2009 school year show proficiency in ELA at P.S. 154 is approximately 60% which is a 20% increase from the previous year (2007-2008). Our goal is to continue to increase the number of students who reach proficiency, levels 3 and 4 by June 2010. As measured by the spring 2010 New York State English Language Arts assessment, students in grades 3, 4 and 5 will show a minimum of 3% increase in proficiency levels 3 and 4 improving their performance rate from 60% to a minimum of 63%.

Goal #2: To increase the number of student who reach Math proficiency.

The Progress Report and New York State Accountability Report for the 2008-2009 school year show proficiency in ELA at P.S. 154 is 81% which is approximately a 6% increase from the previous 2007-2008 school year. Our goal is to increase the number of students who reach Math proficiency, levels 3 and 4 by June 2010. As measured by the spring 2010 New York State Math assessment, students in grades 3, 4 and 5 will show a minimum of 3% increase in proficiency levels 3 and 4 improving their performance rate from 81% to a minimum of 83%.

Goal #3: To increase the proficiency level of the ELL population on the NYS Math Exam.

In 2009 65% of the ELL population achieved proficiency (level 3+) on the NYS Math Exam. This is a decrease of 3% as compared to the 68% proficiency level in 2008. In 2010 our objective is to improve the proficiency level of the ELL population by 3% (68%) on the NYS Math Exam.

Goal #4: To foster collaboration and communication in instructional and organizational planning between staff and administration.

The Learning Environment Survey completed by teachers for the 2008-2009 school year reported an overall score of 5.4 (out of 10) in the area of communication and 5.3 (out of 10) in engagement. Our goal is to increase these scores to a minimum of 7 respectively on the 2010 Learning Environment Survey. This represents a goal of a 75% increase in the Learning Environment Survey score.

Goal # 5: To develop an environment of safety and respect within the school community.

The Learning Environment Survey completed by parents for the 2008-2009 school year indicated a low level of satisfaction in the area of safety and respect (6.5 out of 10) . The 2009-2010 goal is to improve the safety and respect score by a minimum of 1.5 points.

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): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The Progress Report and New York State Accountability Report for the 2008-2009 school year show proficiency in ELA at P.S. 154 is approximately 60% which is a 20% increase from the previous year (2007-2008). Our goal is to continue to increase the number of students who reach proficiency, levels 3 and 4 by June 2010. As measured by the Spring 2010 New York State English Language Arts assessment, students in grades 3, 4 and 5 will show a minimum of 3% increase in proficiency levels 3 and 4 improving their performance rate from 60% to a minimum of 63%.</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>Administration and coaches will provide professional development to increase teacher’s proficiency in using data to drive instruction. We will fund a full time literacy coach to provide instructional support to teachers. We will also fund a data specialist to provide ongoing data spread sheets on student performance and teacher support for analyzing data to drive instruction. The data will then be used to identify individual student needs, plan for literacy instruction and group for Extended Day and AIS services based on needs. Coaches and administration will train and schedule times for teachers to provide small group literacy instruction (AIS) to targeted groups during the school day. We will provide a Saturday Scholars program for mid/high level 3 students in grades 3-5 for accelerated literacy instruction.</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>Resources: All grade 3-5 classroom teachers, AIS teachers, SETSS teacher, support staff OTPS-materials (130)-expenditures as needed Salaries per Board of Education Contracts Source: Tax Levy, Title I/PCEN</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Ongoing periodic assessments will be used to determine student progress and then teachers will revise instruction accordingly. Monthly unit assessments from the reading program, Good Habits Great Readers, will be used to track student progress. Monthly teacher conferences with administration will take place to discuss outcomes of formative and summative assessments and evidence of student progress. Finally, 65% of students will achieve a proficient score on the 2010 NYS ELA Exam.</p>

Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>The Progress Report and New York State Accountability Report for the 2008-2009 school year show proficiency in ELA at P.S. 154 is 81% which is approximately a 6% increase from the previous 2007-2008 school year. Our goal is to increase the number of students who reach Math proficiency, levels 3 and 4 by June 2010. As measured by the spring 2010 New York State Math assessment, students in grades 3, 4 and 5 will show a minimum of 3% increase in proficiency levels 3 and 4 improving their performance rate from 81% to a minimum of 84%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Administration and coaches will provide professional development to increase teacher's proficiency in using data to drive instruction. We will fund a full time math coach to provide instructional support to teachers. We will also fund a data specialist to provide ongoing data spread sheets on student performance and teacher support for analyzing data to drive instruction. The data will then be used to identify individual student needs, plan for instruction and group for Extended Day and AIS services based on math skill needs. Coaches and administration will train and schedule times for teachers to provide small group mathematics instruction (AIS) to targeted groups during the school day. We will provide a Saturday Scholars program for mid/high level 3 students in grades 3-5 for accelerated mathematics instruction.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources: All grade 3-5 classroom teachers, AIS teachers, SETSS teacher, support staff OTPS-materials (130)-expenditures as needed Salaries per Board of Education Contracts Source: Tax Levy, Title I/PCEN</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Ongoing periodic assessments will be used to determine student progress and then teachers will revise instruction accordingly. Monthly unit assessments from the mathematics program, Everyday Math, will be used to track student progress. Monthly teacher conferences with administration will take place to discuss outcomes of formative and summative assessments and evidence of student progress relating to math. Finally, 85% of students will achieve a proficient score on the 2010 NYS Mathematics Exam.</p>

Subject/Area (where relevant): Use of Data for Instructional Decision-Making

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By October 2009 and throughout the 2009-2010 school year teachers will improve the recording and analyzing of formative and summative data to drive instruction, evidenced by the use of data tracking sheets, teacher conferencing with administration, and the implementation of differentiated instruction.</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>This year we have a data specialist that manages, analyzes, and disaggregates our school’s formative and summative data over a continuous cycle. Our data specialist effectively organizes all of the assessment data that teachers have collected and provides each classroom teacher with a student tracking binder. The specialist also provides on site support to our administration and teachers as well as professional development in order to improve their knowledge and ability to analyze assessment data effectively. As a result teachers will be able to target individual student academic needs and differentiate instruction accordingly, improving student outcomes. The math coach and the literacy coach have developed monthly progress reports for each grade based on instruction for the month. Teachers fill in progress reports for each student based on classroom observations, formal and informal assessments and unit tests and send them home so parents are aware of their child’s progress and in what areas they need additional support. This data is also useful when teachers meet monthly with administration.</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>Resources: Principal, Administration, all classroom teachers and instructional coaches Salaries per Board of Education Contracts Source: Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Ongoing monthly progress reports and periodic assessments will be used to determine student progress and then teachers will revise instruction accordingly. Monthly progress reports and periodic assessments will also be compiled and effectively organized in a binder for each classroom teacher by our Data Specialist. These data tracking binders will be used to track student progress and to drive and differentiate instruction. Administration will utilize monthly meetings with teachers to discuss data and instruction and then to assess and reflect on the process of using data for instructional decision-making. The Data Specialist will survey the teachers and administrators on a monthly basis to see if they need additional professional development regarding analyzing data, tracking data or using data to drive instruction. By May 2010 the teachers and administration will have a genuine understanding of using data for instructional decision-making that they can build upon year after year.</p>

Subject/Area (where relevant): Administration/Staff Communication

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The Learning Environment Survey completed by teachers for the 2008-2009 school year reported an overall score of 5.4 (out of 10) in the area of communication and 5.3 (out of 10) in engagement. Our goal is to increase these scores to a minimum of 7 respectively on the 2010 Learning Environment Survey. This represents a goal of a 75% increase in the Learning Environment Survey score.</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>Due to a low score on the staff Learning Environment Survey, much attention will be given to developing and fostering a learning environment with respectable communication between staff and administration. Members of the school administration will meet in September to examine the staff Learning Environment Survey. The findings from this examination will be shared at a staff orientation in October. A discussion with staff and administrators will be scheduled during monthly staff meetings to discuss results and ways to improve the learning environment in regards to communication.</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>Resources: Principal, Administration, classroom teachers and support staff Salaries per Board of Education Contracts Source: Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Our goal is that the results of the staff Learning Environment Survey for 2009-2010 will show at least a 75% increase. Administration will record staff suggestions regarding improving communication at the monthly meetings and begin to implement some of them. A portfolio of samples of written communication will be compiled to support the goal. A staff survey will be designed by administration in April to assess the level of open communication.</p>

Subject/Area (where relevant): School Environment & Safety

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The Learning Environment Survey completed by parents for the 2008-2009 school year indicated a low level of satisfaction in the area of safety and respect (6.5 out of 10) . The 2009-2010 goal is to improve the safety and respect score by a minimum of 1.5 points.</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>Due to a low score on the parent Learning Environment Survey, much attention will be given to developing and fostering a safe school environment. At the end of the last school year P.S. 154 created a School Discipline Committee consisting of teachers, guidance counselors, the school social worker and administrators. This committee worked together to develop an effective school discipline plan to insure that discipline is enforced fairly. This committee will continue to meet on a monthly basis to update the Discipline Plan and deal with discipline issues as they arise. A SAVE room teacher has been hired to provide conflict resolution when necessary and to provide small group conflict resolution to at-risk students. The school guidance counselor and a fifth grade teacher also began a Peer Mediation Program in September. Fifth grade students were selected to be trained as peer mediators. They were taught and trained on alternative strategies to help resolve conflicts among their peers hopefully cutting down on bullying and fighting in our school. Finally our Parent Coordinator will record parent suggestions regarding discipline at monthly PTA meeting and inform the Discipline Committee accordingly.</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>Resources: Principal, Administration, classroom teachers and support staff Salaries per Board of Education Contracts Source: Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Our goal is that the results of the staff Learning Environment Survey for 2009-2010 will show at least a 1.5 point increase. The parent coordinator will record parent suggestions regarding improving safety at the monthly PTA meetings and inform the Discipline Committee of them. A parent survey will be designed and given to parents by January to assess the level of school safety.</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				
K	8	8	4	4	0	3	3	0
1	85	20	11	11	1	3	3	0
2	71	11	7	7	4	3	3	0
3	62	15	9	9	12	3	3	1
4	55	19	8	8	13	3	3	0
5	58	4	14	14	12	3	3	3
6								
7								
8								
9								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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.
- o Mentor Program for Students
- o Child Study Team (CST)- Functional Behavior Plans developed with assistance of CST
- o Pull Out Program for Level 1 and 2 students
- o Early Bird Program for Level 1 and Level 2 students in grades 3-5
- o Pull Out Enrichment Program for Level 3's

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA: Reading Intervention Teacher, <i>Saturday Sunshine Learning Garden</i>, Extended Day, <i>Early Bird</i></p>	<p>Reading Intervention Teacher: Small group instruction using Wilson Reading System during the day. Saturday Sunshine Learning Garden: Small group instruction using <i>Language Proficiency Intervention Kits</i> by Attanasio & Associates. Extended Day: Small group tutoring using <i>Read Well</i> for grades 1-2 and <i>Reading Mastery</i> for grades 3-5. Early Bird: Small group instruction using <i>Test Ready Reading</i> before school.</p>
<p>Mathematics: Mathematics Coach/ Mathematics Intervention Teacher, <i>Saturday Sunshine Learning Garden</i>, <i>Early Bird</i></p>	<p>Math Intervention Teacher: Small group instruction using <i>Breakaway Math</i> during the day. Saturday Sunshine Learning Garden: Small group instruction using manipulatives and teacher designed math lessons. Early Bird: Small group instruction in math concepts using manipulatives before school.</p>
<p>Science: Extended Day Saturday Learning Garden</p>	<p>Extended Day: After cycles of reading and mathematics, students will receive small group tutoring in science after school. Instruction will cover content skills from the NYC scope and sequence. Saturday Learning Garden: Small group instruction using manipulatives and project based instructions. Teachers address the needs of students by also going on field trips and doing projects.</p>
<p>Social Studies: Extended Day Saturday Learning Garden</p>	<p>Extended Day: After cycles of reading and mathematics, students will receive small group tutoring in social studies after school. Students research document-based questions and get extra support in writing essays and in expository writing. Saturday Learning Garden: Small group instruction to conduct research on continents, community and Immigration. Students will go on field trips to learn about their communities, the use of technology and look at artifacts from the immigration era.</p>
<p>At-risk Services Provided by the Guidance Counselor: individual and group counseling Child Study Team Member</p>	<p>Individual and group counseling during school Individual and group counseling during school. School Guidance Counselor provides intervention and strategies to parents during Child Study Team meeting to discuss At-Risk Students referred by teacher. Follow up is provided on a quarterly basis. Specific students are discussed and interventions and strategies are provided to remediate the deficiencies the student may be exhibiting. Collaboration between outside agencies and mental health referral conducted by the school Guidance Counselor.</p>
<p>At-risk Services Provided by the School Psychologist: crisis prevention Study Team Member</p>	<p>Individual crisis intervention counseling during school. Individual and group counseling during school. School Psychologist provides intervention and strategies to parents during Child Study Team meeting to discuss At-Risk Students referred by teacher. Follow up is provided on a quarterly basis. Specific students are discussed and interventions and strategies are provided to remediate the deficiencies the student may be exhibiting.</p>

At-risk Services Provided by the Social Worker: crisis intervention Study Team Member	Individual crisis intervention counseling during school. Individual and group counseling during school. School Guidance Counselor provides intervention and strategies to parents during Child Study Team meeting to discuss At-Risk Students referred by teacher. Follow up is provided on a quarterly basis. Specific students are discussed and interventions and strategies are provided to remediate the deficiencies the student may be exhibiting. Collaboration between outside agencies and mental health referral conducted by the school Guidance Counselor.
At-risk Health-related Services: asthma information	School nurse provides small group instruction on asthma using Open Airways during school.

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.

*****SEE ATTACHED LAP*****

Program of Instruction

The Jonathan D. Hyatt Elementary School/P.S. 154 is a Children First Network 9 Maverick Education Organization in District 7. The school services students in grades PreK-5. Our total student population is five hundred thirty-four. 14.42% of our students are English Language learners mainly from the Caribbean, Central and South America. Our mission is to promote high standards that will provide our English Language Learners with the necessary tools to succeed in a highly technological English speaking society. We have 77 students who are identified as ELLs in general and special education classes. The program of instruction for our 77 ELLs is *English as a Second Language*, which is provided by certified ESL teachers.

Our program is conducted as a pull-out in which each student is serviced according to their NYSELAT specification: “beginning,” “intermediate” or “advanced”. Students will be grouped in triads in these different levels. The instructional strategies that are inclusive of this program are aligned with our balanced literacy, the workshop model and the *Spotlight on English* program published by Santillana. Kindergarten and first grade students begin the process of language acquisition through listening and speaking. Reading and writing skills are acquired as students advance through the early grades. Additional intervention is given to students in grades three, four and five to become proficient in writing. We will continue to review student’s performance levels on ECLAS-2, LAB-R, NYSESLAT and the New York State standardized exams to ensure the success of our ESL program.

Students who are new arrivals are immersed in standards based instruction in reading, writing, mathematics and all other content areas. Our special education ELL students are mainstreamed with our regular education ELLs for ESL instruction. They are also provided with individualized instruction as needed. In addition, ELLs with special needs in math receive academic intervention services in math with a math specialist and in literacy with a literacy specialist through *Wilson Reading*. Even though we do not presently have any SIFE students, there are academic intervention services in place for them. The *Saturday Sunshine Learning Garden* is offered to all identified English Language Learners. Students who reach proficiency level on the NYSESLAT are further supported through the workshop model and teaching and learning aligned with the *Principles of Learning*: academic rigor, organizing for effort, accountable talk, clear expectations, recognition of accomplishment, socializing intelligence, fair and credible evaluations and learning as apprenticeship.

The school guidance counselors, school psychologist, IEP specialist and SETTS teacher provide additional support to our English Language Learners. The services are provided in the dominant language of the student.

Part I: School ELL Profile

Our Language Allocation Team is composed of administrators, teachers and parents. Ms. Green is our literacy coach and she provides reading and writing strategies to meet the needs of ELLs students. Ms. O'Connor and Mr. Kosak inform the team on techniques that can be used to make instruction accessible for ELL students in the classroom. Ms. Mazzeo serves in an advisory capacity to align curriculum needs of ELLs in their respective general education classrooms. Ms. Colon provides insight on students who are ELLs and special needs students. Ms. Rodriguez our assistant principal monitors the ESL program to assure compliance. Parent involvement is essential for our team. Ms. Brown and Ms. Sheppard work together to maintain open communication between the school and ELL parents. Ms. Elliot oversees the overall effectiveness of the team and finalizes all initiatives and compliance matters.

The following is a report of all staff member certifications as it relates to the ELL population:

- Number of certified ESL teachers – 2
- Number of certified Bilingual teachers – 2
- Number of certified NLA/FL – 0
- Number of content area teachers with bilingual extensions – 0
- Number of special education teachers with bilingual extensions – 0
- Number of teachers of ELLs without ESL/Bilingual certification – 23

Part II: ELL Identification Process

All newly admitted students receive a Home Language Identification Survey (HILIS) in kindergarten through fifth grade. (HILIS) forms are processed by a pedagogue or administrator with bilingual certification. If the parent's responses on the HILIS form indicate that the student is a speaker of another language, the student is then given an informal interview in both the native and English language. If student does speak another language other than English, the child is then administered the LAB-R in English. If the child is below the cut score for the testing level, the student is then administered the Spanish LAB if the child's home language is Spanish.

We conduct an orientation with all parents of English Language Learners. Reminders are sent a week before to ensure the maximum attendance in English and Spanish. During this meeting, we explain their program options and show them the video provided by the Department of Education for English Language learners. Parents are asked to fill out the program selection form at the end of the meeting. The meeting is conducted in English and Spanish. If parents are unable to attend, we schedule a meeting to go over the process individually. During the spring, ELLs are administered the NYSESLAT to determine their progress in the English language. In addition, to the orientation for new parents we conduct an ELL workshop for the parent's of continuing students. During this meeting, parents are given the continuing letters and fill out a tear-off that shows they have received this important information. We also send these letters home with the tear-off. We make a diligent effort to collect all tear-offs from each of our ELL students.

Based on the HILIS and LAB-R cut score students are placed in the ESL instructional program. After reviewing the program selection forms, and parent surveys we have noticed that the majority of our parents select English

as a Second Language. We communicate with those parents who have another preference directly in person or via telephone and in written form. These parents are provided with a letter that directs them to the Integrated Service Center to further explore their program choice. We continue to follow up with parents to make sure they get the assistance needed find a school that provides their preferred language program.

Part III: ELL Demographic

ELL Program

The following information is the statistical breakdown of the number of classes provided to ELLs:

- Number of classes in TBE – 0
- Number of classes in dual language – 0
- Number of class ESL self-contained – 0
- Number of class for ESL push-in/pull-out - 16

ELL Program by Subgroup

The following information is a breakdown of the number of ELLs by subgroup:

- Number of newcomers – 45
- Number of ELLs in years 4-6 – 14
- Number of ELLs in special education – 18

Home language Breakdown and ELL program

The following is a breakdown of the number of ELLs in ESL by Grade and Language

- Kindergarten - 7 Spanish 1 Sonike (Special education – 0)
- First – 15 Spanish, 1 Bengali (special education – 0)
- Second – 15 Spanish 2 Sonike (Special education – 3)
- Third – 15 Spanish 2 Sonike (special education – 7)
- Fourth – 6 Spanish (special education -4)
- Fifth - 11 Spanish , 2 Hausa (special education – 6)

Program and Scheduling Information

The organization model by which instruction is delivered is a pull-out freestanding English as a Second Language Program. ELA units are delivered during the 90 minute readers and writers workshop time scheduled each day. NLA is not provided at this time. ESL beginning and intermediate students receive 360 minutes per week and advanced students received 180 minutes. We currently group students heterogeneously according to proficiency. The administration is examining the possibility of a push-in model in the future. ESL teachers design a schedule to meet the mandated instructional minutes for each proficiency level. ESL instructional minutes are delivered in small group settings. The ELLs are using the *Spotlight on English* program which is

content-based in order to improve language development. In addition, they also receive science with a specialist at an age and grade appropriate level.

Our school does not have SIFE students and therefore we do not have a plan for this population. Upon an admission to P.S. 154 and after screening to determine entitlement, parents are provided information about their program choices. Parents who chose to have their child attend our school are immediately placed in a freestanding ESL program using a pull-out model of organization. In this classroom environment, newcomer ELLs receive instruction that is targeted toward students meeting New York State (NYS) standards, which includes but is not limited to the English Language Arts examinations. Instruction is targeted toward NYS standards using Santillana's *Spotlight on English* series the core of instruction is geared towards acquiring English language proficiency. This proficiency aligns with the NYSESLAT assessment in the spring.

The plan for 4-6 year ELLs is similar to 0-3 year ELLs. The largest distinction with these students, however, is that we have a greater ability to diagnose weaknesses, given that there is a greater body of data from which to draw conclusions regarding proficiency. Because of this, we can offer these students opportunities for enrichment and/or recommend appropriate intervention strategies. P.S. 154 does not have Long-Term ELLs at this time. However, if we had these students we would provide them with enrichment and intervention services on a case by case basis.

Those ELLs with special needs are assessed on a case by case basis to determine freestanding ESL candidacy as indicated by their respective IEPs. From this pool of students, ESL instructors differentiate instruction according to what the IEP indicates. As with the rest of the ELL population, special need students are placed in a program that employs a pull-out organizational model.

Intervention is provided to assist student performance in ELA and math. Students who are at-risk in the above areas are identified based on state test results and teacher assessments. These students receive ELA intervention through the *Great Leaps* program and *Foundations*. In addition, we provide the Saturday *Sunshine Learning Garden* where we focus on ELA and math skills. This program services beginners, intermediate and advance students. Teachers engage students in a variety of activities to improve their listening, reading, speaking and writing skills. ELLs experience small group instruction with the math coach to target areas of weakness. City Year staff members work with ELL students on an individual basis to review math fact computation. The language of instruction is in English.

Students who reach proficiency continue to receive testing accommodations as outlined by New York State. On a case by case basis students continue to receive ESL instruction in an effort to offer continued support for ELLs who reach proficiency. Additionally, ELLs who reach proficiency are invited and encouraged to attend our Scholars Program on Saturday to receive additional support.

The faculty and administration have designed a new after-school enrichment program, *The Growing Kids Project*. It is a project-based curriculum that has the goals of exploring nutrition and life science that will improve our ELLs language development in listening, speaking, reading and writing. Students will be responsible for the creation and maintenance of a garden. In addition, ELL student have the opportunity to participate in the following after-school programs: City-Year and YMCA. To ensure equal access to all school programs applications are sent to all students. Bilingual staff is available to assist parents who speak another language other than English.

Currently, we are using the *Spotlight on English* program published by Santillana to support language development with our ELL population. Teachers use *Smart Board* technology to develop interactive lessons that engage students in a variety of activities to improve, listening, speaking, reading and writing. We expose our students to the format of the NYSESLAT throughout the school year using *Getting Ready for the NYSESLAT and Beyond* published by Attanasio & Associates to assist them in reaching proficiency in the four modalities. Required services support and resources do correspond to ELL's ages and grade levels.

Native language support is provided through the classroom libraries where a selection of Spanish language books that are age and grade appropriate are available. In addition, students are encouraged to celebrate their native heritage through school assemblies and programs. We are planning to institute a native language specialty in the coming year.

Newly enrolled students are advised and assisted in completing the HILIS form. They are invited to join the PTA and become an active member in the school community. We continue to assist parents during the fall orientation sessions that are offered during the day and evening.

Professional Development and Support for School Staff

ESL teachers are regularly sent to professional development throughout the year. The ESL teachers share the information received by providing professional development for all teachers of ELL students at our school. Assistant principals, subject area teachers, bilingual teachers, special education teacher and the parent coordinator are included in this group. The training is provided during our professional development days and at other times throughout the school year. Teachers also confer with ESL teachers through monthly scheduled grade meetings to discuss how the students are progressing in their language development. ESL teachers provide feedback and strategies to the classroom teachers to move students toward continuous improvement in English.

The Saturday Sunshine Learning Garden staff includes common branch teachers, SETTS and an IEP teacher. They are provided with professional development on Language Proficiency Intervention Kits published by Attanasio & Associates. The professional development is provided at the beginning of the program and periodically so that each session addresses the four modalities of reading, writing, listening and speaking.

ELLs who are transitioning from elementary to middle school are offered workshops to help them complete the application and answer any questions parents may have. In addition, a bilingual teacher is available during these workshops.

An ELL specialist from the Network has provided training for all staff members on strategies for ELLs to complete the minimum of 7.5 hours of professional development. All professional developments require teachers to complete a sign in sheet to verify their attendance.

Assessment Analysis

NYSESLAT*

The following are proficiency results for NYSESLAT and LAB-R

- Kindergarten 2- beginner, 2- intermediate, 4 –advance
- First – 11 beginner, 5 intermediate
- Second – 1 beginner, 4 intermediate, 12 advance
- Third – 1 beginner, 9 intermediate, 7 advance
- Fourth – 1 beginner, 2 intermediate, 3 advance
- Fifth – 0 beginners, 2 intermediate, 11 advance

The following is a modality analysis of the NYSESLAT

- Kindergarten (Does not apply)
- First – 1 beginner (speaking/listening) 11 beginner (reading/writing), 2 intermediate (speaking/listening) 4 intermediate (reading/writing), 2 advance (speaking/listening) 11 proficient (listening/speaking)
- Second – 9 advance (speaking/listening), 1 beginner (reading/writing), 4 intermediate (reading/writing), 9 advance (reading/writing) 3 proficient (reading/writing), 8 proficient (listening/speaking)
- Third – 4 advance (speaking/listening), 1 beginner (reading/writing), 9 intermediate(reading/writing), 7 advance (reading/writing) 13 proficient (speaking/listening)
- Fourth – 2 advance (speaking/listening), 1 beginner (reading/writing), 2 intermediate (reading/writing), 3 advance (reading/writing) 4 proficient (speaking/listening)
- Fifth – 4 advance (speaking/listening), 2 intermediate (reading/writing), 11 advance (reading/writing) 9 proficient (listening/speaking)

NYS ELA results by Grade*

The following is a breakdown of the New York State ELA results by grade:

- Third – 5(level 2), 2 (level 3)
- Fourth – 2 (level 1), 4 (level 2) , 11 (level 3)
- Fifth – 6 (level 2), 6 (level 3)

NYS Math Results by Grade*

The following is a breakdown of the New York State Math results by grade:

- Third – 1(level 1), 1(level 2), 6(level 3), 0 (level 4)
- Fourth – 1(level), 3 (level 2), 10 (level 3), 2 (level 4)

- Fifth – 1 (level 1), 1 (level 2), 10 (level 3), 0 (level 4)

Assessment Analysis (Continue)

NYS Science Results by Grade*

The following is a breakdown of the New York State Science results by grade:

- Fourth - 0(level 1), 3 (level 2), 5 (level 3), 4 (level 4)

NYS Social Studies by Grade*

The following is a breakdown of the fifth grade social studies assessment:

- Fifth – 0 (level 1), 4 (level 2), 8 (level 3), 1 (level 4)

*Best available data as of the Spring of 2009

ECLAS-2

The following is a breakdown of the ECLAS assessment:

- Kindergarten – (These students will be tested in January and May)
- First – 8 (level 1), 4 (level 2) , 4(not tested due to admittance after testing cycle)
- Second – 2 (level 1), 1 (level 2), 3, (level 3), 5 (level 4), 3(level 5), 3(level 6)

Parental Involvement

All parents have access to our parent coordinator and can contact her regarding any concerns, academically or otherwise, with their child. Additionally, the parent coordinator conducts a literacy outreach program that meets three times a week, specifically for the parents of ELLs. The parent coordinator attends professional development geared towards assisting ELL parents in the areas of literacy at the school level. In addition the Office of Family Engagement and Advocacy offers every other month professional development on topics such as mental health, translation, and working with immigrant parents. All literature and correspondence with ESL instructors is provided in native language and English formats so that parents are made aware of student progress, parent-teacher conferences, entitlement, and peripheral programming.

In addition to the literacy outreach program, the school partners with Mercy Center, a community r located within walking distance of the school. The Mercy Center provides comprehensive community assistance, including an ESL and immigrant services program. The school also partners with Bronx Resource Center, which focuses on serving Spanish speaking parents whose children have IEPs.

Parents' needs are evaluated on a case by case basis by the parent coordinator.

Parent involvement activities are intended to facilitate parents in having an active role in their children's education. Beyond this fundamental goal, the design of the activities is to provide a social support network for these parents that connects them to the community and provides access to necessary resources.

Part IV: Assessment Analysis

After review of the NYSESLAT and LAB-R scores we have notice several patterns. The grades where students generally test proficient are in first and fourth grade. In first grade the lowest scores were in reading and writing. In the second grade the lowest scores were in reading. Grades three through fives showed a similar pattern of the lowest scores in reading and writing. Based on NYSESLAT data as well as detailed data from the NYS ELA we have tailored our instruction to meet the needs of students in specific areas of reading and writing. We have noticed that generally kindergarten students that test intermediate on the LAB-R when they take the NYSESLAT in the spring test beginners. There were four students who tested proficient on the NYSESLAT in first grade that were intermediate students. Many of our students advance more than one level within one school year. The leadership carefully examines the results of periodic assessment in order to shape instruction.

To determine early literacy skills for our ELLs we use E-CLAS-2 and Fountas and Pinnell reading levels. Students in kindergarten through second grade are assessed with E-CLAS twice a year. The results on ARIS indicate that our first grade students are above level in the areas of decoding and sight words, but are below level in spelling and vocabulary. There are mixed test results in the areas of reading comprehension and oral expression. Based on the assessment, our second grade students in to improve in the following areas: spelling, decoding, vocabulary, sight words, reading and oral expression. We used Fountas and Pinnell assessments quarterly to determine the students reading level. This information informs our instruction as we customize learning goals and activities in the area of phonics, reading, phonemic awareness and oral expression. Kindergarten students will be tested with the E-CLAS-2 in January and May. Once the results are available the LAP team will meet to analyze the results. In addition, fifth grade social studies results will also be reviewed to further tailor instruction to student needs once they become available. The success of the program is evaluated based on the student progress made on the NYSESLAT assessment.

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 Children First Network 9	School Jonathan D. Hyatt
Principal Ms. Marsha Elliott	Assistant Principal Ms. Julia LaMar
Coach Ms. Keisha Green	Coach
ESL Teacher Ms. Heather O'Connor	Guidance Counselor
Teacher/Subject Area Ms. Adrienne Mazzeo	Parent Ms. Robin Sheppard
Teacher/Subject Area Mr. Michael Kosak (ESL)	Parent Coordinator Ms. Michelle Brown
Related Service Provider Ms. Evelyn Colon	SAF
Network Leader	Other Ms. Maria Rodriguez A.P.

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	2	Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	23

C. School Demographics

Total Number of Students in School	534	Total Number of ELLs	77	ELLs as Share of Total Student Population (%)	14.42%
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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
Dual Language (50%:50%)	0	0	0	0	0	0				0
Freestanding ESL										
Self-Contained	0	0	0	0	0	0				0
Push-In/Pull-Out	2	3	3	3	2	3				16
Total	2	3	3	3	2	3	0	0	0	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	77	Newcomers (ELLs receiving service 0-3 years)	45	Special Education	18
SIFE	0	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	

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	45		12	14		6				59
Total	45	0	12	14	0	6	0	0	0	59

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

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	7	15	15	15	6	11				69
Chinese										0
Russian										0
Bengali		1								1
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other	1		2	2		2		0	0	7

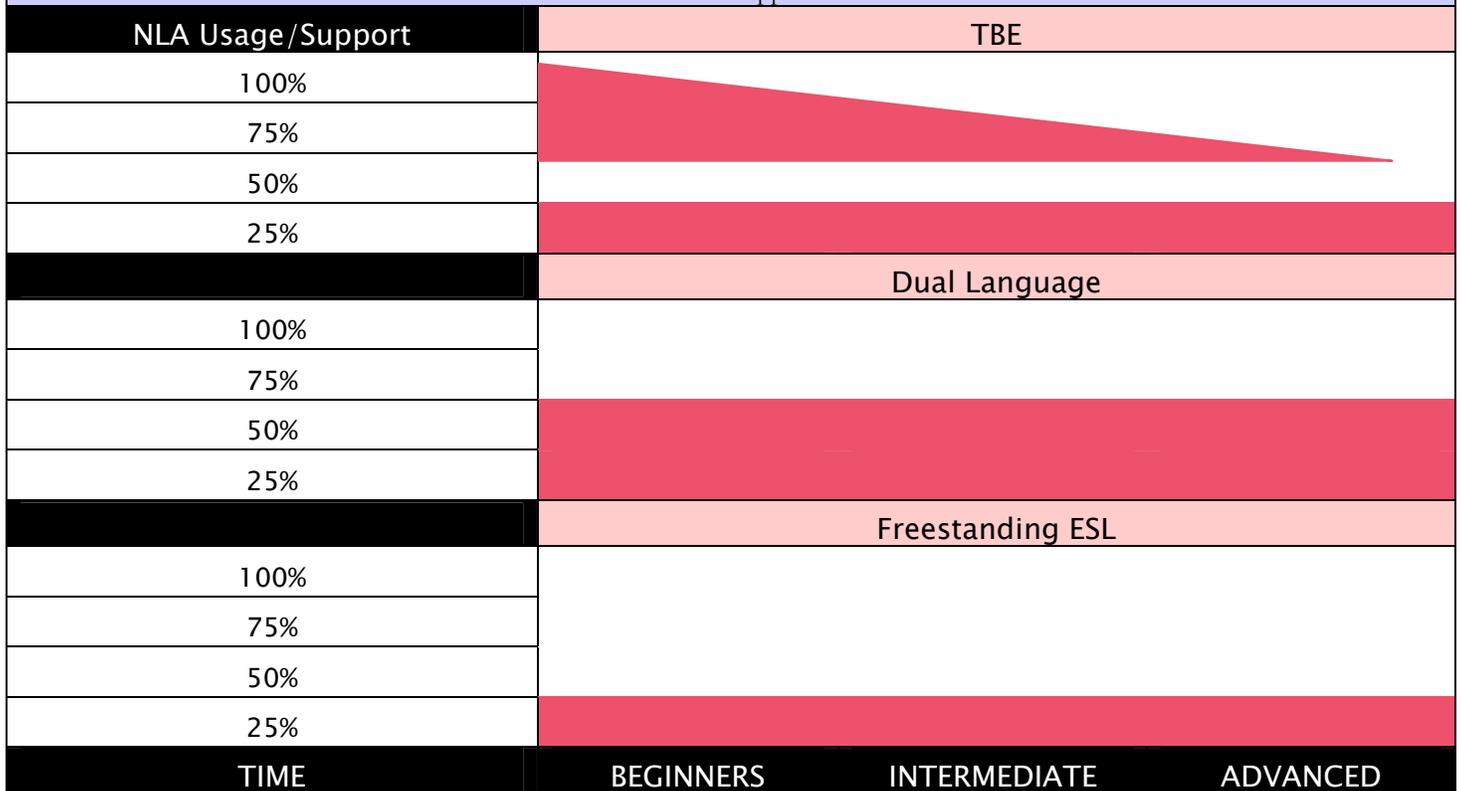
Programming and Scheduling Information										
<p>1. How is instruction delivered?</p> <ol style="list-style-type: none"> What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and 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	8	16	17	17	6	13	0	0	0	77

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)	2	11	1	1	1					16
Intermediate(I)	2	5	4	9	2	2				24
Advanced (A)	4		12	7	3	11				37
Total Tested	8	16	17	17	6	13	0	0	0	77

4			3		5		4		12
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
8									0
NYSAA Bilingual Spe Ed									0

ECLAS-2							
	Level I	Level II	Level III	Level IV	Level V	Level VI	
K							
1	8	4					
2	2	1	3	5	3		3
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)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	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: 77 LEP 0 Non-LEP

Number of Teachers: 2 certified ESL teachers/Bilingual teachers Other Staff (Specify) N/A

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.

The programs that we fund under Title III are the Saturday *Sunshine Learning Garden* and the *Growing Kids Project*. The Saturday Sunshine Learning program is held on Saturday between the hours of 8:30 am to 12:00 pm from November to March. The focus of this program is to assist at-risk and low-functioning ELL students. The target population is 35 students from kindergarten to third grade. These students have been selected by their scores on the ECLAS 2, NYSESLAT, LAB-R, and teacher assessments. The data showed that the students ranged beginner to intermediate. The purpose is to assist student on their basic language acquisition skills in English and strengthen their math skills. The teachers will engage students in a variety of activities to improve their listening, reading, speaking, and writing skills. The language of instruction is in English.

. *The Growing Kids Project* is a project based program. This program runs on Thursday from 3:00 pm to 5:00 pm from November to May. The target population is 20 students from first grade to fifth grade. The students were selected based on their NYSESLAT scores. We selected those students which the data showed ranged intermediate to advanced. The goal of the projects is to explore nutrition and life science that will improve our ELLs language development in listening, speaking, reading and writing. Students will be responsible for the creation and maintenance of a garden. The students will examine how healthy foods, exercise, and rest contribute to the overall health of individuals. Key vocabulary will be introduced in a meaningful context as it relates to the nutrition and life science. Additionally, students will participate in essay writing, persuasive letter writing, debate, and research regarding hunger, nutrition, and other socially relevant issues related to the food industry. The language of instruction will be English.

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 and Support for School Staff

The ESL teachers will be the staff responsible for the delivery of instruction for the *Growing Kids Project*. They are regularly sent to professional development throughout the year. The ESL teachers share the information received by providing professional development for all teachers of ELL students at our school. This training is provided during our professional development days and at other times throughout the school year. Teachers also confer with the ESL teachers frequently to discuss how the students are progressing in their learning of English. The ESL teacher provides feedback to the classroom teacher on what are the strengths and weaknesses of the ELL students. ESL teachers are planning to attend professional development sessions specific to the *Growing Kids Project*. They have received professional development on vocabulary and ESL methodologies.

Teachers working during the Saturday Sunshine Learning Program are provided professional development on the materials to be used with the students. They also learn the skills and strategies that can be used to assist the ELL students in order for them to become more proficient in English. This professional development is given at the beginning of the program so that teachers can plan each session with the 4 modalities (reading, writing, listening and speaking).

Parental Involvement

All parents have access to our parent coordinator and can contact her regarding any concerns, academically or otherwise. Additionally, the parent coordinator conducts a literacy outreach program that meets three times a week specifically for the parents of ELLs. All literature and correspondence with ESL instructors is provided in native language (when available) and English formats so that parents are made aware of student progress, parent-teacher conferences, entitlement, and peripheral programming.

Additionally, the school partners with Mercy Center, a community center located within walking distance of the school. The Mercy Center provides comprehensive community assistance, including an ESL and immigrant services program. The school also partners with Bronx Resource Center, which focuses on serving Spanish speaking parents whose children have IEPs. Parents’ needs are evaluated on a case by case basis by the parent coordinator.

Parents workshops will focus on the skills and strategies to assist their children with homework assignment given on Thursday and Saturday class. This will reinforce the work that is being done by the teachers and strengthen the knowledge of skills for parents.

Parent involvement activities are intended to facilitate parents in having an active role in their children’s education. Beyond this fundamental goal, the design of the activities is to provide a social support network for these parents that connects them to the community and provides access to necessary resources.

Form TIII – A (1)(b)

School: P.S. 154 Jonathan D. Hyatt BEDS Code: 320700010154

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

Allocation Amount:		
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) - Per session - Per diem	\$10,705.00 \$ 3,358.40	5 teachers x 3 hours x 17 Saturday sessions = 255 session hours @ \$41.98 2 teachers x 2 hours x 20 Thursday sessions = 80 session hours @ \$41.98
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 830.00 \$ 99.95	Elements of Reading Level K, Level A, Level B, Read Aloud Anthology, Student Book, Vocabulary 25 pack (Steck Vaughan) Deluxe Seed Starting Kit (National Gardening Association)
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$14,993.35	

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.

Our school does not have a problem in providing language translation and interpretation to our parents as required by NCLB and the chancellor's regulations for all schools.

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.

Parents are provided with translations of all school documents. Select administration and teachers are capable of serving as translators if necessary.

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.

Select administration and teachers are capable of serving as translators if necessary.

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.

Select administration and teachers are capable of serving as translators if necessary.

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>.

Parent orientation meetings are held. These meetings are provided in both languages to assist parents in understanding the materials and programs presented. The monthly Parent Calendar keeps parents advised of upcoming events. The school parent coordinator also fields questions from parents and facilitates any need for translation.

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:	665,797	22,338	688,135
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,658		6,658
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		223	223
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	33,290		33,290
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		1,117	1,117
6. Enter the anticipated 10% set-aside for Professional Development:	66,579		66,579
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		2,234	2,234

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 90.9%
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.
 - Ongoing internal professional development; by literacy coach, math coach and data specialist.
 - Teacher-Principal Conferences, teacher must present student goals and action plans.
 - Ongoing support regarding classroom management, Best Practices, Co-teaching modeling.
 - Assistant Principal Conferences and Teacher observations are aligned with professional standards.
 - Teacher Assistant Principal Conferences, quarterly for updates on student progress based on formative and summative assessments, revised goals, student grouping, and instruction.

- Grade meetings to develop and modify lesson plans as needed based on student progress that is monitored throughout the year.
- Teacher inter-visitation and collaboration.
- Teacher Learning Teams, Curriculum Special Needs Team, Special Needs Team, School wide and Grade Inquiry Teams.
- Teacher Mentor meets once a week with teachers who have less than three years experience.

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.

P.S. 154’s Parent Involvement Policy

I. General Expectations

Jonathan D. Hyatt/ P.S. 154X School agrees to implement the following statutory requirements:

- a. The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents and participating children.
- b. The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- c. The school will incorporate this parental involvement policy into its school improvement plan.
- d. In carrying out Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- e. The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- f. The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition.
- g. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving students academic learning and other school activities, including ensuring-
 - i. That parents play an integral role in assisting their child's learning;
 - ii. That parents are encouraged to be actively involved in their child's education at school;
 - iii. That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - iv. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the state.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. Jonathan D. Hyatt/ P.S. 154X School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: The position of parent coordinator has been established to work closely with the parents in providing current school information. A parent's room has also been established to provide a place for parents to learn and share experiences.
2. Jonathan D. Hyatt/P.S. 154X School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA. Parents will participate in the School Leadership Team. As members of this team, they are partners in the writing of the Comprehensive Educational Plan for the school. Their participation is vital to the improvement of the school for the following educational year.
3. Jonathan D. Hyatt/P.S. 154X School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Every Person Influences Children (EPIC) workshops are provided to assist parents in learning parenting skills. A monthly calendar advises parents on upcoming school events. A bulletin board in the parent's room also informs parents of community events.
4. Jonathan D. Hyatt/P.S. 154X School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Universal Pre-Kindergarten: Parents visit and participate in the activities that take place in the program. Teachers have a parent orientation in the fall and during parent teacher conferences. They also participate in the Moving Up celebration in June. *Parents As Art Partners* is a Saturday program in which the parent and child actively participate in doing art activities together.
5. Jonathan D. Hyatt/P.S. 154X School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The Parent

Coordinator will submit a survey to the parents requesting their input into programs that the parents have participated in. The evaluation will be disaggregated by the School Leadership Team to determine effectiveness of the parental involvement policy in improving school quality.

6. The Jonathan D. Hyatt/P.S. 154X School will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph-
 - i. the State's academic content standards
 - ii. The State's student academic achievement standards
 - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - a. Parent workshops on state academic standards
 - b. Annual Parent leadership Conference classes
 - c. Monthly School Leadership Team Meetings-school report card was analyzed and discussed
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as ongoing literacy training, and using technology, as appropriate, to foster parental involvement, in how to support the new: *Open Court Phonics, Good Habits, Great Readers, Everyday Mathematics, and the Harcourt Science* program.
 - c. The school will, with the assistance of its parents, pupil personnel services, principal and other staff, reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: School Leadership team meetings provide the parents and teachers with the model to work together.
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, and Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs. The school will conduct other activities, such as a parents resource centers that encourage and support parents in more fully participating in the education of their children, by: parents being involved in the Universal Pre-kindergarten Program.
 - e. The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. Parents are sent monthly calendars. Letters are sent in both English and Spanish to provide them with the information on upcoming events.
 - f. Parents will continue to participate in workshops on assessment and promotional policy. In the fall, parents are invited to an open house to meet with teachers.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- Arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school, in order to maximize parental involvement and participation in their children's education;
- Adopting and implementing model approaches to improving parental involvement;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the consensus of the School Leadership Team. This policy was adopted by the Jonathan D. Hyatt/P.S. 154X School on 10/27/09 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 11/15/09.

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.

School-Parent Compact

School Responsibilities

Jonathan D. Hyatt/P.S. 154X School will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: See Section V: Annual School Goals pp. 14 and Section VI: Action Plan pp. 15-19
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: Fall 2008 & Spring 2009
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: The teachers will frequently call parents to inform them of their child's progress.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Staff is available to parents at all times with an appointment
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows: Parents volunteer and participate on class trips. A parent can become a Learning Leader in our school. This is a three day workshop provided by Learning Leaders. This entitles them to work in classrooms, the cafeteria, during recess, in the library and at our school book fair.
6. Involve the parents in the planning, review, and improvement of the school's Parental Involvement Policy, in an organized, ongoing, and timely way.
7. Involve the parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs, and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet,
11. On the request of parents, provide opportunities for regular meeting for parents to formulate suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least mathematics, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring the amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do our homework
- Read at least 30 minutes every day outside of school time.
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

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.

See CEP Section IV: Needs Assessment-pp. 10-15

2. Schoolwide 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:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - 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.
 - Are consistent with and are designed to implement State and local improvement, if any.

See CEP Section V: Annual School Goals-pp. 16
And Section VI: Action Plan-pp. 17-21

3. Instruction by highly qualified staff.

All teachers at P.S. 154X are certified. They will be trained in the current curriculum as mandated by the DOE. The literacy and math coaches will model standard-based instruction in the classroom when necessary. Literacy and math coaches will serve as mentors for new teachers and for teaching fellows. Mentoring activities may include modeling, demonstration lessons, inter-visitations, conferencing and planning sessions.

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 School-wide Program to meet the State's student academic standards.

P.S. 154 will continue to be structured into upper and lower houses. The houses will continue to provide high quality and ongoing professional development that is aligned to state and city standards during study groups, teacher meetings and professional development days. With their respective assistant principals, the each grade will meet several times a month. Teachers will receive professional development in Readers and Writers Workshop, *Good Habits Great Readers*, *Open Court Phonics*, *Everyday Mathematics* and *Harcourt Science*. Teachers will learn how to conduct conferences, response groups, and minilessons as well as analyze student work and data. Teachers will have an opportunity for reflection, practice, formal feedback, and reteaching.

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

Teachers will be recruited from the DOE online open market, *Teach for America* and *NYC Teaching Fellows*,

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

Parents will be invited to attend an Open House meeting in the fall in order to meet the teacher of their child and learn about the curriculum and materials for that particular grade. Each grade will have the Open House meeting on a different day to accommodate parents with more than 1 child in the school. A monthly calendar of events will be sent home to parents. The school will continue to be structured into houses. Each house will send parents a monthly newsletter to keep them informed about curriculum and upcoming events. It will also include resources that parents can use to help their children academically at home.

All parents of "promotion in doubt" students will be offered grade specific workshops to assist and support their children in meeting promotional standards.

Additional activities include: weekly PTA Executive meetings with the principal and monthly PTA meetings. Other parent activities will include Book Fairs and class mothers for trips and special occasions. Workshops related to family oriented issues will also be planned.

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.

P.S. 154X has a funded pre-kindergarten which is fully integrated into the school's program. Our pre-kindergarten students participate in all school activities. A day in June is set aside for the pre-kindergarten students to meet the kindergarten teachers and students to help them transition.

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.

Each student has a teacher-made assessment binder. The binders are divided into sections by each subject area: reading, writing, mathematics, science, social studies, and attendance and behavior. Each section contains formal and informal assessments related to that particular subject. For example, binders include ECLAS assessments, students work, conferencing notes, unit tests, running records, reading and math interim assessments, anecdotes, and attendance records. During *Focus on Learning* meetings, teachers meet with their respective assistant principals to discuss the progress of their students. The assistant principals plan with teachers the strategies that should be used to increase performance levels of students, especially those at-risk of not meeting standards. Teachers then meet with their instructional coaches to discuss further strategies and needed skills. A timeline for instructional activities is also implemented.

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.

Students in grades K-5 that were identified during the aforementioned *Focus on Learning* meetings will have additional classroom support. Teachers will provide small group and individualized instruction strategies based on their area of need. If further intervention is necessary, direct services are provided to these students under the direction of the intervention teacher.

Students needing more support in literacy will be provided with small group instruction by a trained literacy specialist. The *Wilson Reading System* will be used to teach decoding skills, phonemic awareness and fluency. Comprehension strategies will also be addressed when necessary. Materials such as leveled guided readers, authentic literature and phonemic awareness charts/letter cards are also utilized.

Students needing more support in math will receive small group instruction by a math intervention specialist. *Breakaway Math* will be used during this time. They will also use math manipulatives to bridge academic gaps.

The Saturday Sunshine Learning Garden is another academic intervention program that is in place at P.S. 154X for students in kindergarten through fifth grade. The three hour Saturday tutorial program is geared toward improving math and literacy skills for English Language Learners and students not mastering the proficient or advanced levels of the academic achievement standards. Students are grouped according to their grade level. We utilize for literacy on Saturdays is the *Language Proficiency Intervention Kits* by Attanasio & Associates. Teachers use manipulatives and design math lessons that correlate with the needs of the students participating in the program.

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.

As a Title I School-Wide Project School, P.S. 154X coordinates and integrates its programs to help those students who have been identified as in need of additional help in achieving the standards. These programs are: *The Saturday Sunshine Learning Garden* and *Early Bird*. *The Saturday Sunshine Learning Garden* is an early childhood, small group, Saturday tutorial program geared towards improving literacy and math skills. It is a Title I ELL supplemental services program. *Early Bird* meets before school and is a small group instructional program that helps all grades in literacy and math.

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.

See Section V: Annual School Goals-pp. 16

See Section VI: Action Plan-pp. 17-21

See Appendix 4 Part C-pp. 37

2. Ensure that planning for students served under this program is incorporated into existing school planning.

See Section VI: Action Plan-pp.17-21

See Appendix I: Academic Intervention Services Part A and Part B-pp. 23 and 24

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;

See Section 1: Academic Intervention Services Part A and Part B-pp.23 and 24

4. Coordinate with and support the regular educational program;

See Section VI: Action Plan-pp 17-21

5. Provide instruction by highly qualified teachers;

See Appendix 4: Part C # 3 & 5-pp. 39-40

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

See Appendix 2: Part B-pp. 27

See Appendix 4: Part C # 4-pp. 40

7. Provide strategies to increase parental involvement; and

See Appendix 2: Part B-pp.28

See Appendix 4: Part B-pp.33-38

8. Coordinate and integrate Federal, State and local services and programs.

See Section 3: Part A-pp.5-6

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.

We will look at each grades pacing calendar. We will also evaluate our school's core curriculum to see how speaking, listening and critical thinking are emphasized. Finally, we will survey teachers to see if they would benefit from further professional development on differentiated instruction.

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?

Each grade has a pacing calendar which is aligned to the New York State standards for each subject area. These pacing calendars include skills to be mastered, strategies to be utilized, and student outcomes to be attained for each content topic in each subject area.

Our school's educational program emphasizes speaking, listening and critical reading in several ways. Teachers have been trained in and use the program: *Visual Thinking Strategies*. This program encourages students to look at different works of art and to speak openly about what they see and apply it to what they think and know. Students express themselves by sharing their thoughts and ideas with the class and the teacher helps them build vocabulary and clear articulation through paraphrasing. Teachers and administration also participated in a book club that studied the book *Knee to Knee, Eye to Eye: Circling in on Comprehension* by Ardith Davis Cole. As a result, we began to implement literature conversations in our classrooms which teach children to talk critically about their reading.

We are aware that the ELA materials that we use in our school will not meet the needs of all learners; including ELLs, students with disabilities and struggling readers. Therefore teachers have had professional development on topics like differentiated instruction, inquiry, collaborative learning, graphic organizers, guided reading, reteaching groups and multiple intelligences. Teacher trainings like these allow us to learn about ways to differentiate instruction in our classrooms in order to address the individual needs of all students.

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.

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.

We will look at the scores from the state mathematics test.

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?

When we looked at the scores from the state mathematics test we found that 80.9% of our students were at proficiency and that our median students' proficiency was 3.45.

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.

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.

Administration will conduct thorough, ongoing, and consistent classroom observations in order to assess whether direct instruction is the dominant instructional orientation for ELA instruction. They will also look for evidence of differentiated instruction in each classroom. Teachers and staff will also take a "Learning Walk" in order to look at other classrooms and see how they differentiate instruction to meet the needs of all the learners in their classrooms.

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?

ELA instruction at P.S. 154 is done through the "workshop model." This model of instruction is done on a daily basis and is made up of approximately: 15 minutes direct instruction, 35 minutes of independent, partner, or group work time, and 10 minutes of share time. Therefore direct instruction is not the dominant instructional orientation for ELA instruction.

Several forms of differentiated instruction were observed throughout the school. For example, classrooms displayed graphic organizers, students were grouped flexibly, alternative assessments were being used, and ongoing assessments were being done in order to scaffold instruction.

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 most teachers have a deep understanding of differentiated instruction and utilize it in a daily basis, administration will continue to provide professional development on differentiating and scaffolding instruction.

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:

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.

Administration will conduct thorough, ongoing, and consistent classroom observations in order to assess whether or not direct instruction is used most frequently during math instruction. During these classroom observations administration will also look to see how technology is utilized during math instruction. They will also look at our mathematics program, *Everyday Math*, to see that incorporates independent seatwork and hands-on learning.

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?

Administration found that the *Everyday Math* program did indeed provide teachers with the opportunities to teach directly and for students to work independently, with a partner and in small groups. Administration observed all classrooms using manipulatives and hands-on learning.

Unfortunately, every classroom did not have a computer or smart board to utilize during mathematics instruction.

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.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.

We will write grants and fundraise in order to support us in providing all classrooms with the necessary technology to teach our students. We will also reach out to politicians, businesses and corporations for donations.

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.

We will look at the school report card data and our schools organization sheet to see if teacher turnover is high.

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?

We found that that there were only two vacancies at the beginning of this year due to moving and retirement. We also found that the percentage of teachers teaching more than two years in this school went up three percent.

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.

Teachers will be asked if they are aware of professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs offered by the district. They will also be asked if they have ever had professional development regarding curriculum, instruction, and monitoring progress for English Language Learners. Additionally, teachers will be surveyed as to whether or not they would like additional professional development pertaining to ELLs.

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?

Most teachers surveyed were not aware of professional development opportunities regarding ELLs offered by the district. Some teachers surveyed said that they had attended professional development on the topic of ELLs while others had not had any such professional development. Furthermore, most teachers were not aware of the QTEL training.

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.

Administration will post any professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs offered by the district. Administration will look at the results of the teacher surveys and provide the necessary professional development. Administration will also ask the ESL teachers, who have been to the QTEL trainings, to turn-key the information provided at this professional development to the other staff members.

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.

We will ask the ESL teachers if and how they provide classroom teachers with information regarding students proficiency level and NYSESLAT scores.

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?

The ESL teachers give classroom teachers and administrators quarterly progress reports regarding students proficiency level. They also provide classroom teachers with previous NYSESLAT scores in September and the new scores in the spring. ESL teachers and classroom teachers often meet to discuss student progress regarding English language development.

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.

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.

Surveys will be provided for special education and general education teachers to get a better understanding of their needs pertaining to differentiated instruction, IEPs, accommodations and modifications that would help support students with disabilities, and behavioral support plans for students with disabilities.

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?

In reviewing the past professional development in our school we have observed that we are lacking in providing our teachers with information regarding instructional approaches that will help to increase access to the general education curriculum and improve performance in students with disabilities. We learned through our surveys that our teachers also believe that they would benefit from additional professional development in regards to differentiated instruction and accommodations and modifications that would help support students with disabilities.

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.

We will provide additional professional development on differentiated instruction.

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.

The school has analyzed the components of the finding and has determined that although most of the finding is not applicable, there is still room for improvements in some areas.

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?

We ensure that the accommodations and modifications stated in each child's IEP are enforced by providing them with the proper test modifications. Furthermore, a teacher with a child who has an IEP is provided with a classroom binder with each child's IEP. Therefore, they are better informed of each child's needs and services. Also attached to the binder is a spreadsheet indicating the student's modifications and services. Teachers are better informed of the child's needs and can address them in the classroom to help the child be successful and reach their full potential. Furthermore, teachers and service providers have ongoing dialogue regarding the child's needs and what best works for them. They also discuss the student's strength and weaknesses. Teachers are encouraged to provide differentiated instruction when necessary, especially for children with disabilities.

In regards to the alignment of goals and objectives with the state exams on assessments in our school, we use a variety of tools for each child to demonstrate their progress. Portfolios further indicate the student's level of proficiency with in the subject areas. These tools provide a clearer picture of the child's strengths and what they need to reach proficiency when they take the state wide tests.

The IEPs generated in our school do not generally include a behavior plan with goals and objectives, but teachers are encouraged to provide a description of the child's management needs and provide suggestions on how to manage the student's behavior. All teachers with students with behavioral issues and concerns have been encouraged to design a behavior plan appropriate for that specific child. If they need assistance, assistant principals provide the necessary direction. We have also provided staff development on Functional Behavioral Assessments to make sure that teachers are making the observations necessary to deal with negative or inappropriate behavior in class. If the child continues to demonstrate such behaviors then the school will discuss the child's case at the Pupil Personnel Committee and recommend further intervention.

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.

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.

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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.)

13

2. Please describe the services you are planning to provide to the STH population.

Following the parents request, our Social Worker will interview the parent(s) to see if the child needs additional academic or emotional/behavioral support. If the child needs additional academic support the social worker will speak to the parent and teachers to see what specific additional academic help is necessary. From there the social worker will decide what kind of Academic Intervention Service is necessary and the student will begin getting those services. If, after speaking to the parent(s) and teachers, the social worker finds that the child needs additional emotional or behavioral help the social worker will conduct a face-to-face interview with the child. The social worker may administer behavioral assessments in order to assess what services should be provided to the child. At-risk in-school counseling may be offered to the child that would provide necessary coping skills. The social worker may also refer the parent(s) to an outside mental health agency so that the child may receive services outside of school.

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.