



**PUBLIC SCHOOL 154Q**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: (25/ QUEENS/ 25Q154)**

**ADDRESS: 75-02 162 STREET FLUSHING NY 11366**

**TELEPHONE: 718.591.1500**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS154Q      **SCHOOL NAME:** PS154Q

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

**SCHOOL TELEPHONE:** 718.591.1500      **FAX:** 718.591.8751

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

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Cindy King

**PRINCIPAL:** Danielle Giunta

**UFT CHAPTER LEADER:** Donna Kaufman

**PARENTS' ASSOCIATION PRESIDENT:** Danna Sobiecki  
Jessica Santana

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* NA

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 25      **CHILDREN FIRST NETWORK (CFN):** CFN #207

**NETWORK LEADER:** Peggy Miller

**SUPERINTENDENT:** Diane Kay

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

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

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

\* Core (mandatory) SLT members.

## **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.

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#### **VISION/MISSION**

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

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

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The Public School 154Q community, located in the Flushing section of Queens, is comprised of private homes, garden apartments and high-rise buildings. Our Pre-K to fifth grade school serves a population of approximately 625 students from culturally diverse backgrounds. The community is home to many new immigrants from Afghanistan, Pakistan, El Salvador, Columbia, Guatemala and Peru to name a few. The school building is well-kept, where children come first, as evidenced by the plethora of student work displayed throughout the building.

PS 154 recognizes in order to meet the diverse needs of the students, the role of the school has to expand beyond traditional definitions of teaching and learning. Through funding sources in the 2009-2010 school year we were able to offer our students the opportunity to participate in various residencies. Grades PreK-5 participated in a residency with Circle of Dance, PreK and our Title III After school participants in a residency with Lu Ann Adams, Storyteller. Our residency with Circle of Dance has been ongoing and growing for the past 8 years. Our current fifth grade has participated in this residency since Pre-Kindergarten. Depending on budget, we hope to continue the relationships we have developed with the teaching artists from each of these residencies for years to come.

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



**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>					
<b>School Name:</b>	Public School 154Q				
<b>District:</b>	25	<b>DBN #:</b>	25Q154	<b>School BEDS Code:</b>	342500010154

<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2009-10:</b>	* Pre-K	* K	* 1	* 2	* 3	* 4	* 5	● 6	● 7
	● 8	● 9	● 10	● 11	● 12	● Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	36	36		94.8	95.0	TBD		
Kindergarten	92	96	108						
Grade 1	99	103	98	<b>Student Stability: % of Enrollment</b>					
Grade 2	102	90	112	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	89	101	90		92.5	91.4	TBD		
Grade 4	94	91	92						
Grade 5	92	91	94	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	-	-	-	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	-	-	-		64.0	59.9	78.7		
Grade 8	-	-	-						
Grade 9	-	-	-	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	-	-	-	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	-	-	-		3	2	TBD		
Grade 12	-	-	-						
Ungraded	8	0	2	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	612	608	632		10	15	12		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	9	13	24						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	0	0	TBD
Number all others	33	47	39	Superintendent Suspensions	3	0	TBD
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	153	128	135	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	0	15	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	42	42	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	10	12	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	2	TBD
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.2	0.2	0.3	Percent more than two years teaching in this school	92.9	90.5	TBD
Black or African American	13.7	12.8	11.4	Percent more than five years teaching anywhere	81.0	78.6	TBD
Hispanic or Latino	20.9	20.6	21.8				
Asian or Native Hawaiian/Other Pacific Isl.	54.9	53.1	52.1	Percent Masters Degree or higher	95.0	98.0	TBD
White	10.3	12.8	13.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	TBD
Multi-racial							
<b>Male</b>	49.8	51.2	52.8				

DEMOGRAPHICS							
Female	50.2	48.8	47.2				

2009-10 TITLE I STATUS				
<input checked="" type="radio"/> Title I Schoolwide Program (SWP)	<input checked="" type="radio"/> Title I Targeted Assistance	<input checked="" type="radio"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="radio"/> 2006-07	<input checked="" type="radio"/> 2007-08	<input checked="" type="radio"/> 2008-09	<input checked="" type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY										
SURR School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>		If yes, area(s) of SURR identification:								
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>										
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):										
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>				<u>Category (Check <input checked="" type="checkbox"/>)</u>						
				Basic	Focused	Comprehensive				
In Good Standing (IGS)		√								
Improvement (year 1)										
Improvement (year 2)										
Corrective Action (year 1)										
Corrective Action (year 2)										
Restructuring (year 1)										
Restructuring (year 2)										
Restructuring (Advanced)										
Individual Subject/Area Outcomes	Elementary/Middle Level ( <input checked="" type="checkbox"/> )			Secondary Level ( <input checked="" type="checkbox"/> )						
	ELA:	√		ELA:						
	Math:	√		Math:						
	Science:	√		Grad. Rate:						
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:										
				Elementary/Middle Level		Secondary Level				
Student Groups				ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				√	√	√				
Ethnicity										
American Indian or Alaska Native										
Black or African American				√	√	-				
Hispanic or Latino				√	√	-				

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
Asian or Native Hawaiian/Other Pacific Islander	√	√	-			
White	√	√	-			
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	√	√	-			
Limited English Proficient	√	√	-			
Economically Disadvantaged	√	√				
<b>Student groups making AYP in each subject</b>	<b>8</b>	<b>8</b>	<b>1</b>			
<b>Key: AYP Status</b>						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**<a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a></p>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	77.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	46.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

## 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/Teacher 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 your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

### **PROGRESS REPORT**

2006-2007	Letter Grade: B	Overall Grade: 55.6 out of 100	baseline
2007-2008	Letter Grade: B	Overall Grade: 47.9 out of 100	a decrease of 7.7
2008-2009	Letter Grade: A	Overall Grade: 77.6 out of 100	an increase of 29.6
2009-2010	Letter Grade: C	Overall Grade: 38.6 out of 100	a decrease of 39

IMPLICATION:

### **LEARNING ENVIRONMENT SURVEY**

Academic Expectations:	7.8	(0.3 decrease from 08-09)
Communication:	7.4	(0.3 decrease from 08-09)
Engagement:	7.3	(0.2 increase from 08-09)
Safety & Respect:	8.0	(0.3 decrease from 08-09)
Participation:		Teachers: 93% (same from 08-09)
		Parents: 95% (5% decrease from 08-09)

IMPLICATION: PS 154Q will continue to focus on improving our LES results. In 2009-2010, the SLT chose to focus on increasing the Engagement section of the survey by selecting CEP goals for parent, teacher and student engagement. We were able to successfully meet our goal by increasing the Engagement section by 0.2. In 2010-2011, the SLT has chosen to focus on positively increasing Teacher and Parent opinions/perceptions related to the areas of Academic Expectations and Safety & Respect.

### **QUALITY REVIEW**

2006-2007 Well Developed  
2007-2008 Well Developed  
2008-2009 Exempt  
2009-2010 Exempt  
2010-2011 Exempt from Fall Review. Spring Review TBD

IMPLICATION: PS 154Q has been exempt from participating in the Quality Review for 3 years. In light of this exemption we have taken the following steps to stay apprised of Quality Review Rubric revisions and heightened standards for NYC Department of Education Schools; The 2007-2008 Quality Review recommendations were turned into priority initiatives to be implemented in 07-08 and further developed in 08-09. In 2008-2009 we created a Data Study Group where a team of teachers studied the various accountability tools and developed an action plan to fill in the gaps between DOE expectations and the work taking place at PS 154. As a result of our study, for example, we implemented a comprehensive school wide understanding and implementation of goal setting systems as well as a 2009-2010 professional development plan.

In 2009-2010 PS 154 created three core teacher teams: Core Data Team (formerly referred to as the Core Inquiry Team), Teacher Leaders (one representative from each grade PK-5 and an out-of-classroom teacher) and the School Leadership Team (representatives from all constituencies of our learning community). The Core Data Team will be responsible for

managing and supporting inquiry teams and school data. The Teacher Leader Team has been created to build teacher capacity through a core representation of the school at large.

In 2010-2011 we will continue to develop the capacity within and across school teams. Teachers will participate on a variety of teams: Core Inquiry Team, 100% of staff participating on Inquiry Teams, Curriculum Teams, ELL and IEP Teams, Teacher Leaders. To support our teams with the time to meet, our school voted in favor to apply for the UFT SBO for Teacher Team planning time. 88% of teachers voted in favor of the SBO.

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

## **NYS ACCOUNTABILITY and OVERVIEW REPORT (AOR)**

In Good Standing

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What student performance trends can you identify?

- Over the past 4 years, PS 154Q is making steady progress in ELA, Math, Social Studies and Science (See nySTART NYS Report Card and AOR Report available on-line). In 2009-2010, due to the change in cut-score calculations had a seemingly negative impact on our ability to maintain and increase student performance. School based data analysis indicates, in the event there were no changes in cut-score calculations, our data for 2009-2010 would have either remained the same or increased across grades 3-5 in ELA and Math.
- In 2009-2010 we began to use TC Pro Assessment Software to monitor student progress in word study, non-narrative writing (On-Demand) as well as data reflecting fluency and comprehension which will allow us to monitor very specific student performance trends
- English Language Learners: In 2009-2010 ELL's in NYSESLAT Grade Bands 2-4 and 5-6 made significant progress on the NYSESLAT exam. We attribute significant increases in NYSESLAT performance and progress to strategic planning in 2009-2010 which included; 50% of school based inquiry teams choosing English Language Learners for their target population and study, organizational changes to student placements and pedagogical support and an afterschool program funded through Title 3 funding. (Detailed in the 2009-2010 Language Allocation Policy or LAP)
  - Exemplary Proficiency Gains 09-10 Progress Report: 50% in ELA leading to +0.75 Credit and 34.3 in Math based on NYS Testing. English Language Learners continue to make more progress in ELA than in Math. PPR Goals and Inquiry Teams will highlight both ELL students as a target population as well as developing capacity via professional development and teacher teams in the math content.
- Students with IEP's:
  - Exemplary Proficiency Gains 09-10 Progress Report: Percent at Proficiency: 14.3% in 09-10 in ELA and 42.9% in Math. These gains did not lead to additional credit on the Progress Report
  - Exemplary Proficiency Gains 09-10 Progress Report: Percent at 75<sup>th</sup> Growth Percentile or Higher: 21.1% in ELA and 36.8% in Math. These gains did not lead to additional credit on the Progress Report
- Economically Disadvantaged Students:
  - High levels of students identified as economically disadvantaged are performing at levels 3 and 4 in both ELA and Math. We do not recognize a trend specifically linked to a students economic status
- Students by Gender:
  - Overall trends show that increases and/or decreases in NYS ELA and Math performance are not necessarily related to gender. In other words, male and female students are performing and progressing at similar rates

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

- ★ Inquiry/Action Research
- ★ Professional Development Plan: Alternative to Observation
- ★ Teacher Teams
- ★ Collaborative Learning Community
- ★ Increased alignment and coherence of instruction and assessment amongst and across grades and departments
- ★ Implementation of goal setting and monitoring systems
- ★ Student Assessment Binders
- ★ Alignment of ESL, SETSS and Service Providers with Classroom Instruction and professional development
- ★ Master Schedule including 1X week 20 minute Communication period and 4-5 X week common planning periods by grade

- ★ Increased levels of Parent Engagement

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

#### AIDS

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

#### BARRIERS

★ Professional Planning and Collaboration Time is limited. Teachers are required to administer assessments as well as analyze and utilize assessment data to drive instruction. The master schedule has been arranged to maximize time for teachers to work in professional teams. Further, in 2009-2010, we are offering “mini-planning” days in which half-day, Per Diem coverage is available for teachers on grade/in teams to analyze, reflect and use data to monitor student progress. We are committed to overcoming the barrier of limited professional time; however, our very action plan to overcome this barrier simultaneously creates another barrier: our students and their progress are often placed into the hands of Per Diem coverage. Further, increased use of Per Diem coverage becomes a budgetary burden. This year to support our teams with the time to meet and minimize the use of per diem coverage for our students our school voted in favor to apply for the UFT SBO for Teacher Team planning time. 88% of teachers voted in favor of the SBO.

★ Technology: The school technology lab and classroom computers are outdated and can not support newer educational software for students and staff. This year PS 154Q is the recipient of a RESO-A grant for an upgraded technology lab and technology throughout the school. We believe as soon as the upgrade is complete this barrier will immediately turn into an aid for our schools continuous improvement. As of November 1, 2010 our Reso-A is still pending completion.

★ Parent Engagement: Although parent engagement and participation levels have increased over the years, as evidenced on the School Survey as well as sign in sheets from teacher workshops, we are forever dedicated to increasing parent involvement. In 2009-2010, 85% of parents at 25Q154 logged on to activate their APL accounts. In 2009-2010, and continued in 2010-2011, the Principal has created a school wide email distribution list which enables the building leadership to communicate important information to families on a weekly basis. In 2010-2011, we have new leadership in the Parent-Teacher Association which we anticipate will support our collective efforts to increase parent involvement in the school community.

## 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

### GOAL 1

<b>GOAL</b>	<b>QS 3.3:</b> Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level. ***Common Assessment: a group of teachers agree on one shared assessment or framework to evaluate student progress across classes and over time: <b>READING</b>
<b>MEASURABLE OBJECTIVE</b>	<ul style="list-style-type: none"> <li>As of September reading level data uploaded into TC Pro in September 2010, 336 or 68% of students scored at or above grade level standards.</li> <li>Using newly calculated grade level benchmarks based on the increasing expectations of the Common Core State Standards, by June 2011 we will increase students scoring at or above grade level standards by 5% or 73%.</li> </ul>

### GOAL 2

<b>GOAL</b>	<b>QR 1.4:</b> Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults  <b>WD-A:</b> The school has a safe environment and inclusive culture that support progress towards the schools professional, academic, and social-emotional learning goals; the school uses data, such as the School Survey, incident reports, and attendance to guide improvements (focus on School Survey)
<b>MEASURABLE OBJECTIVE</b>	<ul style="list-style-type: none"> <li>By June 2011, the school will implement structures and systems to increase academic expectations and increase the tone of safety and respect by 5% as measured by some questions on the NYC DOE School Survey related to these topics.</li> </ul>

### GOAL 3

<b>GOAL</b>	<b>QR 2.2:</b> Align assessments to curriculum and analyze information on student learning outcomes to adjust the instructional decisions at the team and classroom level: <b>MATH</b> <i>To improve student progress in math as indicated on the NYS Math exam</i>
<b>MEASURABLE OBJECTIVE</b>	<ul style="list-style-type: none"> <li>In the 2009-2010 school year, the school received a score of 60.0 on the median growth percentile for the school's lowest third in math progress. By June 2011, PS 154 will increase the schools score by 5%.</li> </ul>

### GOAL 4

<b>GOAL</b>	<b>QR 2.3:</b> Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends: <b>WRITING</b>  <i>To improve student performance in literacy (writing) as indicated on the 6+1 Trait Rubric</i>
<b>MEASURABLE OBJECTIVE</b>	<ul style="list-style-type: none"> <li>By June 2011, the school wide <u>OVERALL</u> average for student performance in writing will increase from 2.31 to 2.50, which represents an increase of 8% based on the 6+1 Trait Writing Rubric</li> <li>By June 2011, the school wide average for student performance in the <b>VOICE</b> trait will increase from 2.30 to 2.50, which represents an increase of 9% based on the 6+1 Trait Writing Rubric</li> </ul>

### GOAL 5

<b>GOAL</b>	<ul style="list-style-type: none"> <li>Use collaborative and data informed processes to set measurable and differentiated learning goals for student sub-groups and students in need of additional support: <b>ELL Beginners</b></li> </ul>
<b>MEASURABLE OBJECTIVE</b>	<ul style="list-style-type: none"> <li>By June 2011, students scoring at the beginner level will decrease by 5% as evidenced on the 2011 NYSESLAT</li> </ul>

**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 2010-11 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, PLA, 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.

**GOAL 1: READING LEVELS**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>As of September reading level data uploaded into TC Pro in September 2010, 336 or 68% of students scored at or above grade level standards.</p> <p>Using newly calculated grade level benchmarks based on the increasing expectations of the Common Core State Standards, by June 2011 we will increase students scoring at or above grade level standards by 5% or 73%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Over the course of the 2010-2011, reading level data will be collected 5 times a year for K-2 and 4 times a year for 3-5. Data will be analyzed and used to revise instructional plans</p> <p>Continued professional development collaboration with TCRWP</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</p>	<p>Per Diem Professional Development: Title 1 10% Set Aside, Fair Student Funding</p> <p>Per Session Professional Development: Tax Levy Funding Sources, Contracts for Excellence</p> <p>Title 1 10% Set Aside for Professional Development partnership with TCRWP</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Reading Level data uploaded into TC Pro: September, November, January (K-2 only), March, May/June</p>

**GOAL 2: MONITORING FACULTY AND FAMILY FEELINGS & PERCEPTIONS IN REGARDS TO ACADEMIC EXPECTATIONS AND SAFETY & RESPECT**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>QR 1.4:</b> Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults  <b>WD-A:</b> The school has a safe environment and inclusive culture that support progress towards the schools professional, academic, and social-emotional learning goals; the school uses data, such as the School Survey, incident reports, and attendance to guide improvements (focus on School Survey)</p> <ul style="list-style-type: none"> <li>By June 2011, the school will implement structures and systems to increase academic expectations and increase the tone of safety and respect by 5% as measured by some questions on the NYC DOE School Survey related to these topics.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>FOR FACULTY</b></p> <ul style="list-style-type: none"> <li>School based professional learning opportunities (as detailed in Goal 1) will target adult learning styles, promote collaboration, offer pedagogical strategies teachers can compliment and/or further implement with their students.</li> <li>8 Monthly Grade Conferences</li> <li>Election Day PD</li> <li>June Brooklyn-Queens Day PD</li> <li>On-going school based survey periodically distributed to staff to gauge teacher feelings and perceptions specifically as they relate to Safety and Respect and Academic Expectations on the School Survey: November, February, MARCH NYC DOE SCHOOL SURVEY, June</li> <li>SBO to support Teacher Teams</li> <li>Creation and Development of Core Team and Teacher Leaders to expand distributed leadership</li> </ul> <p><b>FOR PARENTS/GUARDIANS</b></p> <ul style="list-style-type: none"> <li>The Principal, Assistant Principal, Parent Coordinator, Teacher Leaders and Supervising School Aide will develop and conduct 10 monthly parent meetings to increase communication with parents and ultimately, positively increase feelings towards Academic Expectations and Safety and Respect.</li> <li>Monthly “Coffee and Conversation with the Principal” meetings for parents with an emphasis on building community and growing parents as educational leaders</li> <li>Coffee and Conversation Planning Committee has created a protocol agenda for each meeting thereby providing a predictable structure which emphasizes a balance of communication and engagement for participating parents. The committee is comprised of the following staff members; Principal, Assistant Principal, Parent Coordinator, Supervising School Aide, Teacher Leaders (2 per meeting)</li> <li>★ Parent Coordinator prepares a community building “ice-breaker” to open each meeting in an effort to help parents transition out of their busy home lives and into the school community. Further, the “ice-breakers” are carefully prepared to ensure parents are provided the opportunity to connect with each other, build relationships and friendships further strengthening the home-school connection</li> <li>★ Teacher Leaders will present breakout sessions in a PK-2, 3-5 small group structure dedicated to communicating monthly school wide goals under agenda item, “What’s Happening in Classrooms Right Now.” This targeted small group structure was requested by parents in the 2009-2010 “Coffee and Conversation” feedback forms. This targeted small group structure will allow Teacher Leaders to communicate high expectations by grade levels (early grades/upper grades) as well as promote engaging, active involvement in the school community</li> <li>Further Development of the PS 154Q NYC DOE Web-site as a tool for communicating high expectations to the school community at large</li> <li>Weekly Parent Email utilized as a tool for communicating high expectations to the school community at large</li> </ul>

	<ul style="list-style-type: none"> <li>Further increase parent activation of the APL account. By June 2010, 85% of Parents activated their APL accounts. In September 2010, our percentage appears to have dropped but is solely due to newly admitted, first time in a NYC Public School System. By June 2011, we will meet and/or exceed the percentage of parents who activated their APL accounts last school year.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Refreshments: Parent Involvement Title 1 1% Set Aside, TL Parent Coordinator Allotment</p> <p>Bulk Job for Supervising School Aide: TL Fair Student Funding</p> <p>Compensatory Time: Parent Coordinator and Youth Development Coordinator</p> <p>Per Session for Teacher Leaders: Title 1 1% Set Aside, Contracts for Excellence</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Attendance</p> <p>Agenda</p> <p>Feedback Forms</p> <p>School created survey tracking progress in teacher feelings and perceptions in regards to Academic Expectations and Safety &amp; Respect</p>

GOAL 3: Writing

Subject/Area (where relevant): \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the school wide <u>OVERALL</u> average for student performance in writing will increase from 2.31 to 2.50, which represents an increase of 8% based on the 6+1 Trait Writing Rubric</p> <p>By June 2011, the school wide average for student performance in the <u>VOICE</u> trait will increase from 2.30 to 2.50, which represents an increase of 9% based on the 6+1 Trait Writing Rubric</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In 2010, Teacher Leaders studied, practiced and un-packed the 6+1 Trait Writing Rubric in an effort to 1. Develop expertise in the assessment 2. Serve as support points for their respective grade level colleagues 3. Engage in distributed leadership in rolling out and supporting a new initiative/assessment. In the 2010-2011 school year, Teacher Leaders will continue to emphasize their work on unpacking and deepening their understanding of this assessment driven by the 3 vision reasons listed above.</p> <p>All teachers will participate in professional development via Monthly grade conferences and participating on TCRWP study groups on the implementation of the CCSS with an emphasis ELA: Writing: Argument, Opinion, Persuasion.</p> <p>All classroom teachers will use the 6+1 Trait assessment to assess students OVERALL and VOICE writing levels within given benchmarks during the year.</p> <p>A CCSS ELA Curriculum Team will be established.</p> <p>Inquiry Teams focusing on Writing will use the 6+1 Trait Rubric as their assessment tool</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</p>	<p>OTPS- General Supplies &amp; Instructional Supplies: Tax Levy Funding Sources</p> <p>Per Diem Professional Development: Title 1 10% Set Aside, Fair Student Funding</p> <p>Per Session Professional Development: Tax Levy Funding Sources, Contracts for Excellence</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>6+1 Trait Assessment: School Wide Assessment Periods: Sept, Jan, March, May/June</p> <p>School created Excel sheet to monitor student progress</p> <p>Grade Conferences</p> <p>Agenda, Sign In Sheets, Minutes and/or Reflections</p>

GOAL 4: MATH

Subject/Area (where relevant): \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In the 2009-2010 school year, the school received a score of 60.0 on the median growth percentile for the school’s lowest third in math progress. By June 2011, PS 154 will increase the schools score by 5%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All teachers will be given professional development on the implementation of the CCSS</p> <p>Inquiry Teams with an emphasis on Math will emerge.</p> <p>A CCSS Math Curriculum Team will be established.</p> <p>Lesson Study in Math, facilitated by CFN 207 NSS and Leadership Academy Aspiring Principal</p> <p>Development of teacher made rubrics to assess students in math. We find our current program, as well as many available to NYC DOE schools, fall short in our ability to effectively and regularly monitor math progress. We anticipate this as a challenge to our work.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</p>	<p>Per Diem Professional Development: Title 1 10% Set Aside, Fair Student Funding, CEIS Funding through CFN 207, CCSS Funding through CFN 207 Funding</p> <p>Per Session Professional Development: Tax Levy Funding Sources, Contracts for Excellence</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>NYS Math exam results will indicate a 5% increase in the median growth percentile for the school’s lowest third in math progress.</p> <p>Curriculum maps and learning targets will be modified to reflect the new CCSS.</p> <p>Math will be a core focus in school based professional development (monthly grade conference, Election Day PD, Lesson Study, Inquiry Teams)</p>

GOAL 5: ENGLISH LANGUAGE LEARNERS

Subject/Area (where relevant): \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Use collaborative and data informed processes to set measurable and differentiated learning goals for student sub-groups and students in need of additional support: ELL Beginners</p> <ul style="list-style-type: none"> <li>• By June 2011, students scoring at the beginner level will decrease by 5% as evidenced on the 2011 NYSESLAT</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Continue ESL Clustered Classes on Grades 1-5</li> <li>• Inquiry Teams will choose ELL target populations</li> <li>• Title 3 Per Session Program supporting English Language Learners</li> <li>• Utilization of the Imagine Learning Software for English Language Learners</li> <li>• Periodic assessments in Reading (TCRWP) and Writing (6+1 Traits) will be used to monitor progress</li> <li>• Professional Development facilitated by NSS for ELL’s</li> <li>• Title 1 10% Set Aside for Professional Development partnership with TCRWP</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Professional Development facilitated by NSS for ELL’s</li> <li>• Title 1 10% Set Aside for Professional Development partnership with TCRWP</li> <li>• Bi-Monthly Inquiry Team Planning and Reflection Sessions:             <ul style="list-style-type: none"> <li>○ Per Diem: Tax Levy Funding Sources</li> <li>○ Per Session: TL Inquiry Teams, Contracts for Excellence</li> </ul> </li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gain.</p>	<ul style="list-style-type: none"> <li>• Data entered into and analyzed by the TC Pro Literacy Assessments for Reading</li> <li>• Data entered into and analyzed by the school excel sheet for 6+1 Trait Writing</li> <li>• Inquiry Teams working with ELL Target Populations</li> <li>• 2011 NYSESLAT Results</li> <li>• Bi-Monthly Inquiry Team Planning and Reflection Sessions:             <ul style="list-style-type: none"> <li>○ Per Diem: Tax Levy Funding Sources</li> <li>○ Per Session: TL Inquiry Teams, Contracts for Excellence</li> </ul> </li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

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

**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	0	0	N/A	N/A	4	12		
1	5	5	N/A	N/A	5	6		
2	51	51	N/A	N/A	5	6		
3	74	74	N/A	N/A	1	12		
4	53	53	53	53	2	--		
5	49	49	49	49	1	--		
6								
7								
8								
9								
10								
11								
12								

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	Foundations: Grades K- 1: Small Group Wilson: Grades 1-5: Small Group 50 Minute Program: Grades 2-5: Small Group Instructional materials include: Buckle Down, Coach, NYSELSAT, and extended instruction from the core curriculum Saturday Academy for Grades 3-5 (TBD Saturdays: 3 Hour Sessions) Title III Program for English Language Learners (See Title III plan and LAP Addendum)
<b>Mathematics:</b>	Math Game Day: Small Group 50 Minute Program: Grades 2-5: Small Group Instructional materials include: Buckle Down, Coach and extended instruction from the core curriculum Saturday Academy for Grades 3-5 (TBD Saturdays: 3 Hour Sessions)
<b>Science:</b>	Differentiated Instruction in the classroom: Small Group 50 Minute Program: Grades 2-5: Small Group Instructional materials include: Buckle Down, Coach and extended instruction from the core curriculum ESL teachers are scheduled to push-in to Science to work collaboratively with the science clusters and provide reduced teacher-student ratio for English Language Learners
<b>Social Studies:</b>	Differentiated Instruction in the classroom: Small Group 50 Minute Program: Grades 2-5: Small Group Instructional materials include: Buckle Down, Coach and extended instruction from the core curriculum ESL teachers are scheduled to push-in to Science to work collaboratively with classroom teachers during social studies clusters and provide reduced teacher-student ratio for English Language Learners in the classroom
<b>At-risk Services Provided by the Guidance Counselor:</b>	The Guidance Counselor conducts 1:1 and small group counseling sessions and workshops to address bullying, peer mediation, self-esteem, etc...
<b>At-risk Services Provided by the School Psychologist:</b>	The School Psychologist works with At-Risk students and students in our Grades K/1 and 2 self-contained 12:1:1 class in both small group and 1:1 settings. This work primarily focuses on the development of social skills & coping skills.
<b>At-risk Services Provided by the Social Worker:</b>	The Social Worker supports the School Psychologist with the At-Risk program described above
<b>At-risk Health-related Services:</b>	The school nurse conducts health related instruction on use of Epi-Pen and Asthma Inhalers

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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### **Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- ✿ We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- ✿ We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

### **Section I. Student and School Information**

Grade Level(s) K-5                      Number of Students to be Served: (TBD by 09-10 NYSESLAT Data)      LEP 146 or 21.79% Non-LEP 524

Number of Teachers 3 ESL Teachers                      Other Staff (Specify) 1 Dual Licensed ESL/Common Branch

School Building Instructional Program/Professional Development Overview

### **Section II. Title III, Part A LEP Program Narrative**

**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.

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**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.

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**Section III. Title III Budget**

School: **Public School 154Q**      BEDS Code: **342500010154**

<b>Allocation Amount:</b>		\$21, 440
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$5088.78	Per Session (January 3-April 13) 41- 1 Hour Teaching Sessions (or 41 Hours) @ \$49.89 Per Hour = \$2, 045.49 X 2 Teachers = <b>\$4, 090.98</b> 12- 1 Hour Planning Sessions (or 10 Hours) @ \$49.89 Per Hour = \$498.90 Per Teacher X 2 Teachers = <b>\$997.80</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$6700.00	<b>\$2,200</b> LuAnn Adams Story Teller Residency <b>\$4,500</b> Circle of Dance Repertory Company Residency
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$2000.00	General Supplies (Paper, Notebooks, etc...)
<b>Educational Software (Object Code 199)</b>	\$7500.00	Imagine Learning (Interactive Language Enrichment Computer Program/Assessments) 50 Site Licenses @ \$150 per license = <b>\$7,500</b>
<b>Travel</b>		
<b>Other</b>	\$151.22	
<b>TOTAL</b>	\$21, 440	

### **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**

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

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

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

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

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

#### **Part B: Strategies and Activities**

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

*Written translations are provided by the NYC Department of Education*

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

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

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

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

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

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

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$359, 227	\$17, 089	\$376, 316
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3, 592	\$1, 708	\$5, 300
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$17, 961	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$35, 922	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

See Attached Documents: Last 2 Pages of the CEP

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

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

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

*Please refer to section IV: Needs Assessment*

2. 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:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.

- 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.

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

### 3. Instruction by highly qualified staff.

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

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

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

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

*Title I funding enables our school to provide on-going support through our longstanding, deep collaboration with Teachers College Reading & Writing Project*

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

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

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

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

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

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

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

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

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

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

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

*In 2009-2010, the Pre Kindergarten staff worked in a collaborative inquiry team alongside our school Speech provider to identify potential English Language Learners and provide early intervention strategies related to language development.*

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

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

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

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

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

### ***STUDENT PERFORMANCE***

*The 50- Minute program has been re-organized to support students in both a mandated and voluntary program. The 50- Minute Program is organized by various sub-groups including; students with special needs, ELL students, ELL students with special needs, etc...The program is also organized by core subjects Reading, Writing and Math. This program commences on the first day of school and continues throughout the school year.*

## **STUDENT PROGRESS**

*Student Progress is measured through school spreadsheets, the use of ARIS and TC PRO Assessment Software. The 50- Minute program serves students performing at or above grade level in an effort to support continued progress for all our students, not just students approaching or performing far below grade level standards.*

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

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

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

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own

accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school</i>	Check (☑) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each
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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this

	State, or Local)	Schoolwide Program (P)			allocation amounts)	program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (P)	Page #(s)
Title I, Part A (Basic)	Federal	√			\$301, 751	√	TBD
Title I, Part A (ARRA)	Federal	√			\$16, 918	√	TBD
Title II, Part A	Federal	√			\$23, 913	√	TBD
Title III, Part A	Federal	√			\$21, 440	√	TBD
Title IV	Federal	----	----	----	----	√	TBD
IDEA	Federal	----	----	----	----	√	TBD
Tax Levy	Local	√			TOTAL \$2,769,178 See AC Totals for Category Breakdown	√	TBD

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- 
- program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
  - **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
  - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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.

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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.

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

## **APPENDIX 7: 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>

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### **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.)

Zero (0) Students have been identified as Students in Temporary Housing currently attending 25Q154.

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

### **Part B: FOR NON-TITLE I SCHOOLS**

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

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**



**PUBLIC SCHOOL 154Q**

75-02 162 Street Flushing, NY 11366

718-591-1500

Fax 718-591-8751

Danielle C. Giunta  
Principal

Tarsha C. Benevento  
Assistant Principal

**PARENT INVOLVEMENT PLAN 2010-2011**

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

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

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

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

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



**PUBLIC SCHOOL 154Q**

75-02 162 Street Flushing, NY 11366

718-591-1500

Fax 718-591-8751

**2010-2011**  
**School Parent Compact**

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

<b>SCHOOL</b>	<b>PARENT/GUARDIAN</b>
<p><b>We understand:</b> the need to convene meetings for Title I parents to inform them of the Title I program and their right to be involved.</p> <p><b>We understand:</b> the need to offer a flexible number of meetings at various times and if necessary seek funds to provide transportation or childcare when possible.</p> <p><b>We understand:</b> the need to actively involve parents in planning, reviewing and creating activities in order to meet the Title I program guidelines.</p> <p><b>We understand:</b> the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.</p> <p><b>We understand:</b> the need to provide quality curriculum and instruction.</p> <p><b>We understand:</b> the need to deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"><li>• Parent Teacher Conferences</li><li>• Reports to parents on their children's progress</li><li>• Reasonable access to staff</li><li>• Opportunities to volunteer and participate in their child's class</li><li>• Observation of classroom activities</li></ul> <p><b>We understand:</b> the need to assure that parents may participate in professional development activities, i.e., literacy classes, and workshops on reading strategies.</p> <p><b>25Q154</b></p>	<p><b>I understand:</b> the need to become involved in the strategies designed to encourage my participation in parent involvement activities.</p> <p><b>I understand:</b> the need to participate in or request technical assistance training that the school or district office offers on child rearing practices and teaching and learning strategies.</p> <p><b>I understand:</b> the need to work with my child on schoolwork; read to my child on a daily basis and encourage my child to read to me each day.</p> <p><b>I understand:</b> the need for me to monitor my child's:</p> <ul style="list-style-type: none"><li>• Attendance at school</li><li>• Homework</li><li>• Television watching/Video Games</li><li>• Health needs</li></ul> <p><b>I understand:</b> the need to share responsibility for my child's improved academic achievement.</p> <p><b>I understand:</b> the need to communicate with my child's teachers about his/her educational needs.</p> <p><b>I understand:</b> the need to ask parents and parent groups to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process.</p> <p>_____</p> <p><b>Parent's Signature</b></p> <p>_____</p> <p><b>Date</b></p>

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 154 Queens					
<b>District:</b>	25	<b>DBN:</b>	25Q154	<b>School</b>		342500010154

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	36	36	36		94.8	95.0	95.2
Kindergarten	96	108	125				
Grade 1	103	98	120	<b>Student Stability - % of Enrollment:</b>			
Grade 2	90	112	95	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	101	90	109		92.5	91.3	93.8
Grade 4	91	92	89				
Grade 5	91	94	95	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		64.0	78.7	79.5
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	2	2
Grade 12	0	0	0				
Ungraded	0	2	1	<b>Recent Immigrants - Total Number:</b>			
Total	608	632	670	(As of October 31)	2007-08	2008-09	2009-10
					10	15	12

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	13	24	30	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	3	0	0
Number all others	47	39	43				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	42	42	41
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	12	7
# receiving ESL services only	128	135	TBD				
# ELLs with IEPs	0	15	TBD				

*These students are included in the General and Special Education enrollment information above.*

<b>Number of Educational Paraprofessionals</b>			
(As of October 31)	2007-08	2008-09	2009-10
	3	2	8

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	92.9	90.5	90.2
				% more than 5 years teaching anywhere	81.0	78.6	85.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	95.0	98.0	97.6
American Indian or Alaska Native	0.2	0.3	0.1	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	12.8	11.4	10.0				
Hispanic or Latino	20.6	21.8	22.8				
Asian or Native Hawaiian/Other Pacific	53.1	52.1	49.6				
White	12.8	13.0	15.5				
<b>Male</b>	51.2	52.8	53.4				
<b>Female</b>	48.8	47.2	46.6				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>8</b>	<b>8</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	38.6	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	6.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	20.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.3						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = 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.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>207</b>	District <b>25</b>	School Number <b>154</b>	School Name <b>PS 154Q</b>
Principal <b>Mrs. Danielle C. Giunta</b>		Assistant Principal <b>Mrs. Tarsha C. Benevento</b>	
Coach <b>N/A</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Mrs. Ellen Posner</b>		Guidance Counselor <b>Tanya Catanzaro</b>	
Teacher/Subject Area <b>Ms. Samantha Stein</b>		Parent <b>Mrs. Jessica Santana</b>	
Teacher/Subject Area <b>Mrs. Jan Swiatocha</b>		Parent Coordinator <b>Mrs. Faith Russell</b>	
Related Service Provider <b>Mrs. Michele Cornell</b>		Other <b>type here</b>	
Network Leader <b>Mrs. Peggy Miller</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>4</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>670</b>	Total Number of ELLs	<b>146</b>	ELLs as Share of Total Student Population (%)	<b>21.79%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. 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](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. 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.)
6. 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.

1. Upon registration parents are given a Home Language Identification Survey (HLIS) by the pupil accounting secretary. These surveys are available in various languages to assist parents in completing it correctly. A member of the ESL Staff along with the pupil accounting secretary will be available to review and aid in the completion of these HLIS forms. This aid will include an oral interview between the parent and a certified NYS and NYC licensed teacher. An interpreter will also be secured when requested/required. These surveys will determine the student eligibility for LAB R testing. Students will be tested within 10 days of registration. These results will determine eligibility for ELL services. An RLAT report will be generated and reviewed on a monthly basis and used to see if newly transferred students from other city schools are eligible for ELL services.

2. In September the parents of students who have been identified as ELLs through the LAB R testing, will be invited to one of three meetings; “Coffee and Conversation with the Principal” held in the evening, PTA meeting held in the morning, and a parent orientation meeting held by the ESL staff. These three meetings will provide a detailed description of each of the three programs offered by the Department of Education enabling the largest number of parents to attend. The “Parent Choice” video will be viewed in English and available in other languages. At that time parent choice surveys and program selection forms will be distributed, completed, and collected.

3. Entitlement letters are distributed to all ELL students upon determination of eligibility. Parent Survey and Program Selection forms are returned at the time of the aforementioned meetings. Parents who are unable to attend will be contacted by a member of the ESL Staff in conjunction with the parent coordinator to set up a time for viewing the video along with explaining their choices and completing the surveys. The return of these forms will be tracked by the Assistant Principal and the ESL Staff. Outreach will continue until all forms are returned.

4. At each of the three parent meetings a list of sites for schools offering transitional bilingual and or dual language programs will be distributed. The board of education provides a translation service for those parents who require assistance in their native language. Members of the ESL Staff and the Parent Coordinator will aid the parents in obtaining these services.

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

6. The Freestanding ELL program offered at our school is aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K  1  2  3  4  5  
 6  7  8  9  10  11  12

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	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>		1												1
<b>Push-In</b>	5	2	2	2	1	1	0	0	0	0	0	0	0	13
<b>Total</b>	5	3	2	2	1	1	0	0	0	0	0	0	0	14

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	146	Newcomers (ELLs receiving service 0-3 years)	130	Special Education	10
SIFE	0	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ESL	<input type="text" value="130"/>	<input type="text" value="0"/>	<input type="text" value="7"/>	<input type="text" value="16"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="146"/>
Total	<input type="text" value="130"/>	<input type="text" value="0"/>	<input type="text" value="7"/>	<input type="text" value="16"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="146"/>

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	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

### Freestanding English as a Second Language

#### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	8	0	6	2	3								29
Chinese	11	3	1	2	1	1								19
Russian	5	4	1	0	1	1								12
Bengali	2	1	0	1	0	2								6
Urdu	2	3	3	4	3	0								15
Arabic	0	1	1	1	1	1								5
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	2	1	0	1	0	0								4
Punjabi	0	0	0	1	0	0								1
Polish	0	1	0	0	0	0								1
Albanian	0	0	0	0	0	0								0
Other	10	13	12	4	8	7								54
<b>TOTAL</b>	<b>42</b>	<b>35</b>	<b>18</b>	<b>20</b>	<b>16</b>	<b>15</b>	<b>0</b>	<b>146</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
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.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. 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.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

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

- 1b. Our ELL program uses a heterogeneous push-in model with a focus on content area work specifically science and social studies.
2. The majority of ELL students are placed in heterogeneously grouped classes on each grade with the exception of Kindergarten and 1st grade. Our 1st grade class is a self contained, dually certified heterogeneously grouped ELL class, with one “cluster” class of ELL students on every other grade. These classes account for 270 minutes of ELL instruction per week in a push-in model. In addition, a technology period, utilizing the “Imagine Learning” program is implemented by our ESL teacher. To meet the mandated 360 minutes per week for our Beginner and Intermediate students, an additional 90 minutes of ELL instruction are provided in a pull-out model described above.
3. Within the push-in model, ESL and science teachers co-teach for 90 minutes per week for every grade. Articulation periods are provided to organize and plan instruction on a bi-weekly basis. ESL teachers also collaborate with classroom teachers during a common planning period and differentiate content area instruction in the areas of math and social studies. All instruction is delivered in English. Instructional approaches and methods used to make content comprehensible to enrich language development include; focus on tier 2 words, instructional conversation, scaffolding and implementation of other visual aids.
4. Differentiated instruction is offered for different proficiency levels of English Language Learners. Newcomers and beginners are instructed using hands on activities, alphabet charts, word lists and teacher modeling to increase auditory and speaking skills. A supplemental intervention program has been designed utilizing “Imagine Learning” and targeted instruction in vocabulary and literacy instruction for students who have been in the program for more than three years. The progress of these students will be tracked through interim assessments and teacher observations. In a co-teaching model the Resource Room teacher and ESL teacher provide instruction using smart board technology and instructional strategies focusing on “Verbalization and Visualization” along with vocabulary enrichment. These teachers collaborate to ensure lessons meet the individual IEP and ELL needs of the students.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 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.





Software. In addition, an after school program has been designed to target students who have been in the program for more than 3 years. A morning program has been designed to support our students at the beginning level of proficiency.

8. A lunch time club was implemented in 2008-2009 but was discontinued due to inadequate student progress.

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

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

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

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

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

14. We do not offer Language electives at PS 154. We do not offer electives as this is an elementary school.

### **C. 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)?

Paste response to questions 1-5 here

### **D. 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 (including non-ELL teachers) as per Jose P.

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

2. The Guidance Counselor is identified as the Middle School Liaison. ESL teachers working with grade 5 students collaborate with the guidance counselor to assist in the transition from elementary to middle school. The guidance counselor provides training and opportunity for discussions around supporting students as they transition to middle school.

3. A study group is lead by the Assistant Principal in conjunction with Network Support Specialist for the ESL staff and classroom teachers. This group meets once a month where the assistant principal has the opportunity to turn key information acquired at an administrative ELL study group led by Maryanne Cucchiara. The NSS joins the meetings throughout the school year. In addition, this team will discuss developing a repertoire of strategies and plan for instruction.

### E. 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?

1. Administration hosts a monthly “Coffee and Conversation with the Principal” which provides parents with the opportunity to inquire about instructional and procedural items which can range from scheduling and curriculum to events at this school. A newsletter entitled, “News and Notes” is sent through email to parents every week. This newsletter also informs parents of the weekly events in our community. The parent coordinator sponsors parent workshops and ELL training for adults.

2. At this time PS 154 does not partner with agencies or Community Based Organizations to provide workshops to ELL parents.

3. The needs of the parents of ELL students are initially identified through questionnaires and surveys at time of registration. This is an ongoing procedure as new students are enrolled. Parent needs are also shared at PTA meetings, Coffee and Conversations, and school visits throughout the year.

4. Based on the responses to questionnaires, surveys, and concerns shared at various meetings throughout the school year activities, programs, and groups are designed to address the needs of the parents.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	22	0	1	2	3								31
Intermediate(I)	5	11	2	9	2	4								33
Advanced (A)	34	1	11	5	8	10								69
Total	42	34	13	15	12	17	0	0	0	0	0	0	0	133

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	4	4	0	0	2	0							
	I	12	12	0	1	0	2							

	<b>A</b>	18	15	5	3	0	0							
	<b>P</b>	65	3	8	11	10	12							
READING/ WRITING	<b>B</b>	19	20	0	1	2	0							
	<b>I</b>	22	11	2	6	2	2							
	<b>A</b>	26	3	7	6	8	0							
	<b>P</b>	33	0	4	2	12								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2	8	0	0	10
5	1	7	4	0	12
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1		6		4			1	12
5			7		6			1	14
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			5		7		1	1	14
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	
5									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. 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?
5. 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?
6. Describe how you evaluate the success of your programs for ELLs.

1. We use TCRWP and The 6+1 Traits of Writing Program as our assessment tools to identify early literacy skills. At this time the data does not indicate a clear trend.
2. After analyzing the school year NYSESLAT and Lab-R data for 2007-2008 and 2008-2009 there was a clear trend of fewer students reaching proficiency across all grades. Overall levels of proficiency for the listening and speaking section fell from 61% in school year 07-08 to 20% in SY 08-09. In addition, 29% of students reached proficiency on the reading and writing section of the NYSESLAT in SY 07-08. This fell to 20% in SY 08-09. After a restructuring of the program in school year 2009-2010 there has been a marked increase in students reaching proficiency. Overall levels of proficiency for the listening and speaking section increased from 20% in 08-09 to 65% in 09-10. Overall levels of proficiency increased from 29% in 08-09 to 33% in 09-10
3. The aforementioned trends led administration to restructure the placement of our English Language Learners into clusters of classes with teachers who expressed a passion for ensuring progress with our ELLs. There is one ELL class cluster per grade. This supports the implementation of a push-in model and aligning co-teaching of an ESL and classroom teacher through the content areas of social studies and science.
  - 4a. It is clear that our ELL students, across all grades, were getting stuck at the intermediate and advanced levels. The restructuring of the ELL Program into clustered classes alleviated this trend. In school year 2009-2010 there was an increase in the number of students reaching intermediate and advanced levels across all grades. At this time there is not enough data to identify if there is a pattern in ELLs taking the test in English as compared to their native language.
  - b. ELL Periodic Assessment results are analyzed and used to form instructional groups and inquiries on and across grade level. In addition an early morning program has been designed to meet the needs of our beginning level students while an after school program has been designed to reach our students who have stalled.
  - c. The ELL Periodic Assessments assist the school in grouping students for instruction. They provide interim points of reference regarding the students' progress.
5. N/A
6. Student performance on the NYSESLAT, and New York State Exams are used in co ordinance with student progress across years to evaluate the success of the programs that we have in place for ELLs.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		