



P.S. 154 JONATHAN D. HYATT

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 154 JONATHAN D. HYATT
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 320700010154 **SCHOOL NAME:** P.S. 154 Jonathan D. Hyatt

SCHOOL ADDRESS: 333 EAST 135 STREET, BRONX, NY, 10454

SCHOOL TELEPHONE: 718-292-4742 **FAX:** 718-292-4721

SCHOOL CONTACT PERSON: Marsha Elliott **EMAIL ADDRESS:** MElliot2@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Celeste Barry

PRINCIPAL: Marsha Elliott

UFT CHAPTER LEADER: Denise Green

PARENTS' ASSOCIATION PRESIDENT: Katrina Smith

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 7 **CHILDREN FIRST NETWORK (CFN):** Children First Network (CFN) #407

NETWORK LEADER: VARLETON MCDONALD

SUPERINTENDENT: YOLANDA TORRES

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
Marsha Elliott	Principal	
Rita Morgan	UFT Member	Comments: I approve.
Celeste Ross-Barry	UFT Member	Comments: I approve.
Keisha Green	UFT Member	
Victoria Wales	Parent	Comments: I agree.
Katrina Smith	PA/PTA President or Designated Co-President	Comments: I approve.
Denise Green	UFT Chapter Leader	
Sonia Martinez	DC 37 Representative	
Janice Rivera	Parent	Comments: I approve.
Connie Carroll	Parent	Comments: I agree.
Robert Maseda	Title I Parent Representative	

* 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.

□ P.S. 154, Jonathan D. Hyatt School mission statements is a school where a highly committed staff, student and parent community work together to ensure the maximum intellectual, social and emotional growth of each child. Our focus is to develop a community of empowered critical thinkers and lifelong learners who are well equipped to face a changing and highly technological world.

P.S. 154 is located in the Mott Haven section of the Bronx, New York. This pre-kindergarten to fifth grade school serves a population of approximately 530 students. Ninety-nine percent of the student population is African American or Hispanic. The school is an integral part of the community for our students and their families.

P.S. 154 provides a clean, safe, caring and exciting environment in which children thrive. The school is a warm and welcoming building that prominently displays student work, holds celebrations and establishes academic goals that value our community of learners. The school is structured in two houses for the lower (grades Pre-Kindergarten - 2nd grade) and upper grades (grades 3-5) with the goal of "Creating a Garden of Successful Learners". Each house is led by an assistant principal.

The curriculum is broad, although there is a focus on English Language Arts and Mathematics. The wider curriculum ensures that students take art, physical education or dance, science, social studies, drama, performing arts, character education and library on a weekly basis. There is a great emphasis on cultivating positive character within the school building through our Character Education Program (Wise Words). All classrooms in grades K-5 have computers and all classrooms in grades 4 and 5 have smart boards. Three days a week students are invited to stay after school for 37.5 minutes of small-group targeted instruction. Careful consideration is made regarding small grouping. Our Response To Intervention (RTI) structure of intervention selects students that are below grade level or at risk of digressing in English Language Arts and Math.

There is active research being conducted school-wide and by grade to target student deficiencies with appropriate interventions. Professional development is offered to improve pedagogy. The school community is developing and sharing best practices to drive student achievement forward. Professional development is offered to aid teachers in determining which students require more frequent or specific academic interventions and improve their pedagogy as they implement such interventions.

For the past 6 years P.S. 154 has partnered with the City Year organization to provide students in kindergarten through fifth grade with academic support, behavior incentives and service learning programs. City Year services and programs include Bringing Books To Life read aloud program, mentors, after school, Great Leaps phonemic awareness intervention and service learning.

P.S. 154 is committed to youth development and guidance. We have continued our partnership with the YMCA. The YMCA offers a K-5 after school program which includes a recreational and academic component such as homework help.

In 2010-2011 P.S. 154 is also collaborating with the Girl Scouts of America and Boy Scouts of America.

This year our grant writers secured the Crayola Grant, "Puppetry In Our Community" for the 2010-2011 school year. Engaging in the creative process, each student will create a puppet that will allow them to take ownership of their own ideas and words. The students will also learn about different types of puppets and puppetry and the cultures that use this type of creative expression

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 154 Jonathan D. Hyatt								
District:		7	DBN #:		07X154	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		18	36	36			92.1	92.1	TBD	
Kindergarten		61	74	67						
Grade 1		96	90	88	Student Stability - % of Enrollment:					
Grade 2		80	92	102	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		88	71	85			91.5	90.18	TBD	
Grade 4		81	84	74						
Grade 5		77	76	81	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			99.6	98.1	99	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			14	30	TBD	
Grade 12		0	0	0						
Ungraded		0	3	3	Recent Immigrants - Total Number:					
Total		501	526	536	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							6	3	2	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		24	33	37	Principal Suspensions		4	12	TBD	
# in Collaborative Team Teaching (CTT) Classes		53	49	45	Superintendent Suspensions		6	10	TBD	
Number all others		27	38	38						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	86	69	83	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	9	9	24	Number of Teachers	57	50	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	13	13	TBD
				Number of Educational Paraprofessionals	1	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	66.7	76	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	52.6	58	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	67	76	TBD
American Indian or Alaska Native	0.4	0.8	0.6	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.3	90.9	TBD
Black or African American	35.5	35.7	33.4				
Hispanic or Latino	63.3	62.7	63.1				
Asian or Native Hawaiian/Other Pacific Isl.	0.2	0.2	0.2				
White	0.6	0.4	0.6				
Multi-racial							
Male	54.9	56.1	55.6				
Female	45.1	43.9	44.4				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-	-				
Multiracial							
Students with Disabilities	Ysh	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	76.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	3.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	48.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

NEED ASSESSMENT

We reviewed the quantitative and qualitative data regarding student performance trends and other indicators of progress for our school. We reviewed the results from the many accountability and assessment resources available to us, both from New York State and New York City. In addition, we reviewed classroom data from a variety of sources such as Acuity ITA's, predictive assessments, running records, unit assessments and conference notes.

Our 2009-2010 Progress Report grade was "C" with a "D" in Performance and C in Student Progress. The School Report Card indicates that in grades 3-5, 20% of our students are proficient in ELA and 40% in Math. These results have motivated the school community to become proficient in using data to inform instruction to ensure that our students make accelerated gains in ELA and Math. We have always worked hard but our focus this year is to also work smarter. Our progress will be evidenced by an increase in the percentage of 3-5th grade students scoring proficient on the 2011 ELA and Math NYSTP.

This year we are providing extensive professional development for our teachers to improve instruction. Professional Development topics include: "Using Classroom Data to Inform Instruction", "Acuity Training", "ARIS Training" , "Designing Authentic and Engaging Performance Tasks" "Thinking Maps" and "Common Core State Standards".. Formal and Informal Observations are designed to increase best instructional practices by using the observation data to frame recommendations and plan for pedagogical support and accountability.

Our focus is to differentiate instruction for all our learners including the sub-groups of special education, ELL, and higher performing students. With this approach we trust that we will make significant gains on the 2011 ELA and Math NYSTP.

One of the trends we have noticed over the last 3 years is that our school-wide proficiency in Math has fluctuated between 20-40% higher than in ELA. The school has initiated a Response to Intervention Program in ELA to address this deficit and an extensive structure of professional development to strengthen teachers' ability to address literacy skill development through explicit strategy instruction within a rigorous curriculum. One of the performance trends we noticed over the past ten years, prior to the current administration, is at least 25% of the students in grade 1 have been held-over in the first grade. Additionally through an analysis of our end of year 2009 and 2010 ECLAS

data we find that over 40% of our 1st and 2nd grade students are far below the target end of year level of I and L respectively according to the Fountas and Pinnell reading levels. These trends make it clear that early literacy intervention is critical. P.S. 154 provides struggling K-2 students with small group instruction by our literacy specialist.

Running records are administered every 4 weeks for these at risk students and their progress is closely monitored to revise literacy instructional strategies when needed.

To improve our students' math proficiency the school has added a full time Math intervention teacher to provide pull-out services to our at risk students in grade 3-5.

The 2010 School Demographics and Accountability Snapshot indicates that between 2009 and 2010 there was an increase in the number of ELL students from 69 to 83 (20% increase). There was also an increase in special education students with IEPs from 9 to 24. It is clear that we needed to target these students for intervention in ELA (15% overall proficiency on 2010 ELA NYSTP) and Math (38% overall proficiency on 2010 NYSTP in ELA). In addition to our ESL pull-out program we have instituted a push-in program to provide continuity of instruction between the classroom and ESL teacher and scheduled collaborative lesson planning time between the classroom and ESL teacher, an ESL committee to meet biweekly to develop intervention strategies and monitor student progress. Please see our CEP Action Plans for a more detailed description.

Studying the results of the 2008-2009 Learning Environment Survey (LES) compared to the 2009-2010 LES survey indicates a 2.3% increase in the overall School Survey score and improvement from an F to a C in the School Environment category of the Progress Report. The lowest scores on the 2009-2010 LES Survey was the responses of the teachers on Engagement and Communication, although these categories showed the largest increase from the year before. Our goal is to continue this improvement through increased opportunities for teachers to work together in lesson planning, inquiry, inter-visitations and peer reviews. Our plans include administrators giving actionable feedback to teachers in their role as instructional leaders as well as developing a standard of excellence by monitoring teacher and student progress.

There was a 20% decrease in the teacher response rate on the LES Survey from 53% in 2008-2009 to 33% in 2009-2010. This rate will improve by providing access and specific opportunities for teachers to complete the surveys. There was little change in the response rate of parents in comparing the two most recent LES Surveys however our goal is to increase the parent rate of 45% in 2009-2010 by providing more extensive and aggressive outreach to parents by the Parent Coordinator and opportunities for parents to complete the survey in the school.

We received a Proficient score on our 2009-2010 Quality Review. Having reviewed the reviewer's findings we acted immediately on the recommendations for areas of improvement as soon as we received the feedback.

The Quality Review recommendations included:

Enhance the rigor in tracking progress by subject and grade, as well as the classroom practices designed to meet the needs of the different student subgroups.

Further develop specific organizational and instructional expertise for the improvement of student achievement

Ensure the specific feedback to students on their work is consistent across all subjects by identifying areas of success and clarifying next steps toward academic improvement and sustainability.

We have instituted instructional practices to increase the instructional rigor and improve teachers' abilities to challenge our students to act as critical thinkers. This includes an expectation of teachers providing "the what?" and "why?" of lessons, extensive PD on questioning and a consistent and across the grades standard for student notebooks, work and assessment binders. We have also increased differentiated instruction to meet the needs of all our students including subgroups such as high achievers and students with IEPs. All of these initiatives are closely and frequently monitored by our Continuous Improvement Team (CIT), consisting of our administration, coaches and instructional specialists.

GREATEST ACCOMPLISHMENTS

Instructional Programs:

Reviewing, evaluating and revising our instructional programs and planning to support the ability of all our students to meet or exceed NYS standards in all content areas. We are also in the process of evaluating our curriculum and instruction to align to the Common Core State Standards.

We recognize the need to continue to differentiate instructional delivery in meaningful ways by gathering, analyzing, and utilizing data to drive instruction, specifically for subgroups of students including ELL's, special education and enrichment students.

P.S. 154 has a school website that centralizes access to all of our student achievement data. This is a color coded system that provides an ongoing visual record of students academic needs and progress in all subject areas. Our highest level (level 4) for all assessments including attendance and all formative and summative assessments is celebrated by our mantra of "strive for blue." Compared to last year we have observed an increase in both teachers' capacity to record all data in a timely fashion and their ability to use this vital information to inform their instruction.

This year we have also implemented the RTI, three tiered structure of intervention in ELA for our at risk students. Targeted strategy instruction is given to students within small groups in six week intervals. At risk students are assessed every 4-6 weeks to determine academic gains or a need to revise the instruction. This structure explicitly targets specific student needs and closely monitors their progress.

The Continuous Improvement Team – Our overarching goal this year has been to increase the rigor of instruction and accelerate student learning. This is the challenge of a new administration. The Continuous Improvement Team consists of the administration, coaches and instructional specialists. The CIT is responsible for implementing school-wide systems to fulfill our instructional goals, monitor and revise initiatives and keep us on track to fulfill our goals.

Teacher Communication and Engagement:

The 2010 LES Survey teacher score for Engagement was 6.4 out of 10. We have instituted school wide practices to improve this area. Teachers have been given the opportunity to collaborate in lesson planning and inquiry committees. In planning meetings with the administration teachers expressed a need to collaborate to plan differentiated instruction for at risk and high achieving students. This planning has begun this year. Inquiry committees have focused on all areas of literacy, ELL and Students with IEPs through school-wide and grade inquiry teams that meet consistently throughout the year and are monitored by the Continuous Improvement Team.

School Learning Environment:

In 2010 the principal's suspensions at P.S. 154 had increased to 12 as compared to 4 in 2009. In our June 2010 faculty conference we discussed the question - "What we want our students to be and to be able to do when they move on to middle school?" This discussion led to a consensus that our

community needed plans and programs to promote positive character development in our learning community as well as school wide discipline protocols. We spent the summer of 2010 planning our school wide character education program and a coherent system of rewards and consequences for targeted behavior. We also provided professional development and resources for teachers from the Lee Canter program of classroom management. We have already experienced a decrease in principal and superintendent suspensions and disruptive classroom behavior.

CBO Partnerships:

We have continued our partnership with the YMCA and City Year Volunteers. These organizations have increased their participation in our instructional programs by providing pull-out LEAP intervention, Bringing Books Alive read-aloud program, attendance rewards, Literacy Night family and friends event to promote literacy, student mentorship and a full after school program.

The Mentor Program: All teachers and staff are encouraged to volunteer to be a mentor to one of our at risk students (academic and/or behavioral concerns).

Peer Mediator Program: The Peer Mediation Program is a negotiation-based program that teaches our students how to resolve conflicts among their peers and helping them develop social/emotional and communication skills. Our 5th grade students are trained as conflict managers apply problem-solving strategies to assist their peers in settling disputes. This program aligns to our need to build capacity in affective dimensions of learning. Research indicates that competencies in social/emotional development improves academic performance therefore we continue to focus on these areas of growth for our entire community.

AID TO CONTINUOUS IMPROVEMENT

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

In school year 2009-2010 P. S. 154 implemented the Math Mania/Math Facts Incentive Program for students. A Need Assessment Survey showed 50% of our students (grades 3-5) had not mastered their math facts and/or fundamental math skills. This school-wide initiative included weekly assessments of math facts/skills. At the end of the month the classes with the highest level of accuracy were given awards. At-risk students were also instructed in 1/2 hour sessions by City Year staffers in small groups. This year (SY10-11) we will revise this program by adding additional small group instruction thereby addressing deficiencies in their functional math skills.

This year we have a data specialist that manages, analyzes, and disaggregates our school's formative and summative data over a continuous cycle. Our data specialist effectively organizes all of the assessment data that teachers have collected and provides each classroom teacher with a student tracking binder. The specialist also provides on-site support to our administration and teachers as well as professional development in order to improve their knowledge and ability to analyze assessment data; and then to effectively use it to plan and deliver targeted instruction. As a

result teachers will be able to target individual student academic needs and differentiate instruction accordingly, thereby improving student outcomes.

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

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

This year we have implemented a Response to Intervention (RTI) Program. The P.S. 154 RTI program targets our lowest performing students, inclusive of Special Education and English Language Learners. The RTI program uses a three-tiered format where students receive six weeks of intensive data-driven intervention. The program takes place during our Monday-thru-Wednesday Extended day program. Tier 2 and 3 students receive intervention at a 5:1 student-teacher ratio. Then the targeted students are assessed at the end of the six-weeks to evaluate their level of progress and modify instruction as necessary. Our Literacy Coach is also our Response to Intervention Facilitator. Her responsibilities include spear-heading the RTI program as well as effectively monitoring, organizing and keeping the program on track. As our facilitator, she consistently collaborates with the teaching staff, inclusive of paraprofessionals, as she evaluates the delivery of these services.

The Jonathan D. Hyatt community also has an Academic Intervention Specialist in the area of Mathematics. Targeted students are identified through initial assessment, classroom teacher referrals and the students' performance on the Brigance Math Assessments. Students who score more than 1.5 years below grade level are referred for Academic Intervention Services. Students are pulled out in small groups of no more than 6 to 8 students. The Academic Intervention Specialist provides direct instruction using manipulatives, instructional games, technologies (e.g. laptops, etc) and some specialized math activities and teacher designed math lessons. Presently intervention services have targeted the upper grades of 3 through 5 as our data findings suggest this area would presently benefit most.

An additional aid to continuous improvement at the school level is the Inquiry Model. The Children's First Initiative (CFI) School Wide Inquiry Team works collaboratively to choose a target population of students in our school who would benefit from academic intervention. The Inquiry Teams then develop specific plans to deliver intervention strategies to these students needs. Next, the teams evaluate the the results of the intervention on each specific focus group of students and extends the success of the intervention school wide when successful and appropriate. Over 90% of our teachers were actively engaged in the inquiry process through the School-wide and grade specific inquiry teams who provided specific instructional intervention for targeted groups of students in the lowest third in literacy and mathematics. This School Year, the CFI Inquiry Teams have developed an Inquiry Team on each grade, inclusive of Prekindergarten through 5th grade, as well as one school wide Special Education Inquiry Team. Last year P. S. 154X piloted the Writing Fundamentals Program as an Inquiry Team in one class per grade (1-5). Due to the success of the program and enthusiastic feedback from the teachers at the Inquiry Team level, the Writing Fundamentals Program was implemented in all grades school-wide this year. We initially considered the Writing Fundamentals Program because it was fostered the Teachers College workshop model. Through the

piloting program we learned the program was also student-centered and fostered by a comfortable learning style for a variety of our young learners.

Another aid to continuous school improvement is seen in our comprehensive Character Education program that not only supports and encourages good citizenship, but also provides a consistent method for teaching our school community the importance of contributing to their school and community and to build character. Building these skills helps students to verbalize and internalize what it means to be a good student, neighbor, and citizen.

The Principal, as our School Leader, integrates the Character Education Curriculum daily as part of the Morning announcements as students from each class take turns giving the quote of the day and expounding upon the Character trait of the month. In class, weekly lessons are taught on specific skills for building positive character traits (e.g., conflict resolution, respect, self-discipline, etc.). Monthly, school staff and administrators collaborate on how best to showcase these lessons throughout our school as well as at our Character Education Assemblies, where staff and students gather to celebrate our students and their accomplishments (e.g., Attendance Assembly, Citizen of the Month-Character Education Assembly, Starbuck Field Day, etc.) This concept of citizenship and community is further supported through our Peer Mediation Program, the Mentoring Program, Hall Monitor Program and the Starbuck Program. All of these aforementioned initiatives are concrete examples of continuous improvement at a variety of levels in our school community. Working with our students, as model leaders, encouraging good decision making and providing support, and facilitating positive dialogue at every level with students, all staff, and administrators consistently exemplifies continuous school improvement through an obvious level of collaboration and engagement with all members of our school community

BARRIER TO CONTINUOUS IMPROVEMENT

Budget cuts to the New York City Public School System have impacted our school tremendously. Based on the current budget crisis and the reduction of funds to our school, we were unable to reduce class size to the extent possible in previous years, however, we are in compliance. As a school community we would like to reduce class size because we believe it to be a crucial component of improving academic performance. We feel that smaller classes will improve student achievement in all content areas especially in our lower grades (K-2) where we recognize over 40% of our students are in need of early academic and behavioral intervention. Full implementation of the reduced class structure (grades K-2) would assist in addressing the educational and behavioral needs of our student population. We realize that although high stakes summative tests do not take place until the 3rd grade, early grade academic and behavioral intervention will prepare our students for their performance on the testing grades.

The limited budget available for the Afterschool Program and the Saturday Program further limit our ability to adequately address the Professional Development Opportunities we would like to provide for our staff, who are not available during the regular school or extended day, due to their regular hours of employment. We see this as a barrier to improving pedagogy. However, given the restraints present we have become even more committed to relying on our greater community of life-long learners to share their skills and expertise with their newer colleagues through our Buddy System and other less formal opportunities for professional sharing. While we see lower budget allocations as a barrier, we see our administrators as Master Teachers who are able to model best practices and exemplify communication skills both written and oral that are seen as true resources within our 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.

Annual Goal	Short Description
<input type="checkbox"/> Goal #1 - Subject- ELA To increase the overall number of students (grades 3-5) who score proficient on the 2011 NYSTP/ELA from 25% in 2010 to 45% in 2011.	<input type="checkbox"/> The Progress Report and New York State Accountability Report for the 2010-2011 school year shows overall proficiency on the NYSTP in ELA at is 25% for grades 3-5. Our goal is to increase the number of students who reach proficiency, level 3 and 4 by June 2011 to 45% (20% increase) as measured by the spring 2011 NYSTP in ELA.
<input type="checkbox"/> <input type="checkbox"/> Goal # 2 -Subject- Math - To increase the overall number of students (grades 3-5) who score proficient on the 2011 NYSTP/Math from 41% in 2010 to 61%.	<input type="checkbox"/> The Progress Report and New York State Accountability Report for the 2010-2011 school year show proficiency in ELA at P.S. 154 is 41%. Our goal is to increase the percentage of students who reach Math proficiency, levels 3 and 4 by 20% in June 2011. As measured by the spring 2011 NYSTP in ELA, students in grades 3, 4 and 5 will show a minimum of 20% increase in proficiency levels 3 and 4 improving their performance rate from 41% to a minimum of 61%.
<input type="checkbox"/> Goal #3 - ELA for ELL Population - Overall (grades 3-5) 15% of our Limited English Proficient students scored proficient (3+) on the 2010 NYSTP/ELA. Our goal is to increase to a minimum of 30% (15% increase) reaching proficiency on the 2011 NYSTP/ELA.	<input type="checkbox"/> ELA for ELL Population - Overall (grades 3-5) 15% of our Limited English Proficient students scored proficient (3+) on the 2010 NYSTP/ELA. Our goal is to increase to a minimum of 30% reaching proficiency on the 2011 NYSTP/ELA. 11% proficiency on the 2011 NYSTP/ELA.
<input type="checkbox"/> Goal #4 - School Survey The 2009-2010 overall Learning Environment Survey was 7.45. Our goal for the 2010-2011 LES is to achieve a minimum overall score of 8.0	<input type="checkbox"/> The LES completed by teachers for 2009-2010 school year reported an overall score of score of 7.4 (out of 10) in the area of communication and 6.4 (out of 10) in engagement. Our goal is to increase these scores to a minimum of 8 respectively on the 2011 School Survey. In 2009 the participation rate for teachers on the School Survey was 53% and in 2010 there was a 20% drop in participation to 33%. Our goal of 85% in teacher participation represents an increase of 52%. In 2009 the participation rate for parents on the School Survey was 49% and in 2010 it was

	<p>45%. Our goal is to increase parent participation on the School Survey to a minimum of 65% representing a 20% increase.</p> <p>Our goal is to improve the overall school climate which includes communication, collaboration, discipline and character education.</p>
<p><input type="checkbox"/> Goal # 5 -ELL Students with Special Needs - 25% of the ELL/Special Education students in grades 3-5 will make one year gain on the 2011 NYSTP in ELA.</p>	<p><input type="checkbox"/> In 2009-2010 P.S. 154 had 24 students in grades 3-5 who receive ESL and Special Education services - 24% of this population. These students did not reach proficiency in ELA. Our goal is that 25% of these students will make 1 year of gain on the 2011 NYSTP in ELA.</p>

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.

Subject Area

English Language Arts

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Goal #1 - Subject- ELA To increase the overall number of students (grades 3-5) who score proficient on the 2011 NYSTP/ELA from 25% in 2010 to 45% in 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p style="padding-left: 40px;">Differentiated instruction, guided reading (Responsible Staff Members:Admin, Coaches, DOESTaff Developers) Formal (2x/week) and Informal Observations (4x/week) to provide for instructional support and accountability (Admin) Data Specialist (once a week/all day) – provide support for teachers in tracking, analyzing and developing instruction to meet the literacy needs of students. Provide time for teachers by grade level to collaborate on lesson planning and professional development Pull-out Enrichment for higher achieving students – 2x/week, 3 hours total Collaborative planning scheduled between classroom, ESL, Speech and SETTS teachers Push-in and Pull-out services provided by ESL, Speech and SETTS teachers</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this</p>	<p><input type="checkbox"/></p> <p>Resources: All grade 3-5 classroom teachers, AIS teachers, SETTS teacher, support staff, OPTS-materials (130)-expenditures as needed, Salaries per Board of Education Contracts, Source: Tax Levy, Title I,</p>

action plan.	
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Ongoing periodic assessments will be used to determine student progress and then teachers will revise instruction accordingly. Monthly unit assessments from the reading program, Good Habits Great Readers, will be used to track student progress, TCRWP running records to track student reading progress (Oct, Dec, March), Student Progress Reports and additional Parent Conferences to inform parents and develop student educational plans (Oct, Jan), ITA instructional targeted assessments (Nov, March), ECLAS grades K-2 ((Sept, Jan, April), Predictive Assessments (Jan), RTI assessments for ELA at risk students (every 6 weeks for Tier 2 and every 4 weeks for Tier 3) Monthly teacher conferences with administration will take place to discuss outcomes of formative and summative assessments and evidence of student progress; the school will meet AYP in ELA. Finally, 45% of students will achieve a proficient score on the 2011 NYS ELA Exam.

**Subject Area
(where relevant) :**

Mathematics

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <input type="checkbox"/> Goal # 2 -Subject- Math - To increase the overall number of students (grades 3-5) who score proficient on the 2011 NYSTP/Math from 41% in 2010 to 61%.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <input type="checkbox"/> Formal (2x/week) and Informal Observations (4x/week) to provide for instructional support and accountability (Admin) Provide time for teachers by grade level to collaborate on lesson planning and professional development Full Time Math AIS Teacher - provide pull-out AIS targeted Math instruction for grades 3-5 at risk students Monthly conferencing between Assistant Principal and AIS Math teacher to plan and monitor student progress. Monthly conference between classroom, AIS Math and SETTS teacher to plan and

	<p>monitor student progress 2x week Push-In Math AIS services for SETTS teacher</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> Resources: All grade 3-5 classroom teachers, AIS teachers, SETSS teacher, support staff.</p> <p>TL Children's First Inquiry Teams</p> <p>Salaries per Board of Education Contracts</p> <p>Source: Tax Levy, Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Beginning of Year, Mid-Year a and End of Year Oral Math Assessment; Monthly unit assessment from Everyday Math Curriculum to assess student learning; Monthly conferences between AIS Math teacher and Assistant Principal to assess student progress, guided reading groups based on student levels of performance; Math ITA's (Nov, March), Math Predictives (Jan.), Student Progress Reports/Parent Conference (Oct, Jan) to inform and collaborate with parents to plan individual student educational plans, 61% overall proficiency on the May, 2011 NYSTP in Math, achievement of AYP for school and all subgroups.</p>

Subject Area
(where relevant) :

ELA for ELLs

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal #3 - ELA for ELL Population - Overall (grades 3-5) 15% of our Limited English Proficient students scored proficient (3+) on the 2010 NYSTP/ELA. Our goal is to increase to a minimum of 30% (15% increase) reaching proficiency on the 2011 NYSTP/ELA.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> P. S. 154 will utilize our 2 ESL teachers to support a pullout program that would provide small group instruction to ELL's that would teach specific strategies for reaching proficiency in the ELA. We would utilize the initial assessments, periodic assessments and the overall results of the data to drive instruction including specific test taking strategies; ELL Periodic Assessment (9/29-10/29) to provide benchmark for ELL instruction; Monthly collaboration between classroom and ESL teachers to plan instruction, monitor student progress and revise instruction based on student needs; push-in instruction by ESL teachers to support and supplement in class instruction for ELL student groups; Monthly ELL Committee Meetings to discuss, monitor outcomes of ELL instructional programs and strategies and revise as needed.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> Resources: Teachers: All grade K-5 classroom teachers, AIS Teacher, SETTS teacher, ESL Teachers, Support staff, OPTS-materials (130) as needed, Salaries per DOE Contracts, Source: Tax Level, Title III</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Initial Assessment, and then ongoing periodic assessment will be used to determine students' progress and then teachers will revise instruction accordingly. Weekly/Monthly unit assessments will be used to track student progress. Monthly teacher conferences with classroom teachers and administration will take place to discuss outcomes of formative and summative assessments and evidence of student progress relating to ELA proficiency. A minimum of 30% proficiency on the 2011 NYSTP in ELA and achieving AYP for our ELL population.</p>

Subject Area
 (where relevant) :

School Survey/Learning Environment

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Goal #4 - School Survey The 2009-2010 overall Learning Environment Survey was 7.45. Our goal for the 2010-2011 LES is to achieve a minimum overall score of 8.0</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> In June 2010 P.S. 154 created a School Discipline Committee consisting of teachers, guidance counselors, the school social worker and administrators. This committee worked together to develop an effective school discipline plan and learning environment organizational supports consisting of: specific ladder of referral aligned to NYC Code of Discipline, classroom management strategies, Mentorship Program, Peer Mediation Program and "Starbucks" student reward system This committee will continue to meet on a monthly basis to monitor and revise as needed.</p> <p>Teacher Engagement/Communication - week Principal Weekly to inform entire community of plans, programs and school events; weekly common planning time with scheduled lesson planning and professional development initiatives; increase Continuous Improvement Team membership to include two classroom teachers; Teacher Surveys, 3x/year to determine teacher satisfaction in areas of instructional and organizational support</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/></p> <p>Resources: Principal, Administration, classroom teachers and support staff</p> <p>Salaries per Board of Education Contracts</p> <p>Source: Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Our goal is that the results of the staff Learning Environment Survey for 2010-2011 will show at least a 75% increase. Administration will record staff suggestions regarding improving communication at the monthly meetings and begin to implement some of them. A portfolio of samples of written communication will be compiled to support the goal. A staff survey will be designed by administration in April to assess the level of open communication.</p>

Subject Area
(where relevant) :

ELL Students with IEPs

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Goal # 5 -ELL Students with Special Needs - 25% of the ELL/Special Education students in grades 3-5 will make one year gain on the 2011 NYSTP in ELA.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> Differentiated instruction in the classroom; push-in and pull-out ESL; monthly ELL Committee consisting of Principal, A.P. in charge of ELL's, ESL Teachers and two classroom teachers (one lower and one upper grade teacher) to monitor student progress and revise instruction as needed. Committee meets on a monthly basis; pull-out AIS by Master Teacher (150 minutes a week); ELL Periodic Assessment to determine benchmark ELA skills (Sept); School-wide Inquiry to develop and implement best practices in ELL instruction (monthly monitoring of progress)</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include 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><input type="checkbox"/></p> <p>Resources: Principal, Administration, classroom teachers, ESL teachers</p> <p>Salaries per Board of Education Contracts</p> <p>Source: Tax Levy, Title III</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/> TCRWP Running Records (every 4 weeks); monthly progress reports to ELL Committee; ELL Periodic Assessment (Sept); Grades K-2 ECLAS (Sept, Jan, April); Student Progress Reports and Parent Conferences (Oct/Jan) to inform and collaborate with parents in development of individualized student education plans; RTI assessments in literacy (every 4 weeks) to inform instruction and monitor student progress</p>

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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	10	10	N/A	N/A	1			
1	15	10	N/A	N/A	4		1	
2	15	10	N/A	N/A	3			
3	26	15	N/A	N/A	10			
4	43	20			7			
5	35	20	10	15	12	3		
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> Reading Intervention Teacher: Great Leaps Reading during the day. Small group instruction using Language Proficiency Intervention Kits by Attanasio and Associates. Extended Day: Small group tutoring using Read Well for grades 1-2 and Reading Mastery for grades 3-5; Response to Intervention program in ELA for extended day at risk students (lowest 1/3) - 6 week cycles of targeted intervention, 3x week. Use of guided reading instruction for RTI.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> Math Intervention Teacher: Small group instruction using Breakaway Math during the day. Small group instruction using manipulatives and teacher designed math lessons. Response to Intervention (RTI) program for at risk math students (lowest 1/3) during extended, 3x week.</p>
<p>Science:</p>	<p><input type="checkbox"/> Extended Day: After cycles of reading and mathematics, students will receive small group tutoring in science after school. Instruction will cover content skills from the NYC scope and sequence.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> Extended Day: After cycles of reading and mathematics, students will receive small group tutoring in science after school. Instruction will cover content skills from the NYC scope and sequence.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> Individual and group counseling during school Individual and group counseling during school. School Guidance Counselor provides intervention and strategies to parents during Child Study Team meeting to discuss At-Risk Students referred by teacher. Follow up is provided on a quarterly basis. Specific students are discussed and interventions and strategies are provided to remediate the deficiencies the student may be exhibiting. Collaboration between outside agencies and mental health referral conducted by the school Guidance Counselor.</p> <p>Guidance Counselor provides push-in character education and mediation lessons to 7 classes in grades 3-5 on a weekly basis.</p>

At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Individual crisis intervention counseling during school. Individual and group counseling during school. School Psychologist provides intervention and strategies to parents during Child Study Team meeting to discuss At-Risk Students referred by teacher. Follow up is provided on a quarterly basis. Specific students are discussed and interventions and strategies are provided to remediate the deficiencies the student may be exhibiting.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> The school social worker is part of our School Assessment Team however does not provide at-risk services this school year.
At-risk Health-related Services:	<input type="checkbox"/>

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

NCLB/SED requirement for all schools

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

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:

LEP 67

Non-LEP 0

Number of Teachers 2 certified ESL teachers/Bilingual teachers

Other Staff (Specify) N/A

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.

□

The organization model by which instruction is delivered is a pull-out free standing English as a Second Language Program. Beginner and intermediate students receive 360 minutes per week and advanced students receive 180 minutes per week. We currently group students in heterogeneous groups according to proficiency. ESL teachers design a schedule to meet the mandated instructional minutes for each proficiency level. ESL instructional minutes are delivered in small group settings. The ELLs are using the *Spotlight on English* program, which is content based in order to improve language development. Our school does not have SIFE students. Upon admission to P. S. 154 and after a screening to determine entitlement, parents are provided information about their program choices. Parents who chose to have their child attend our school are immediately placed in a free standing ESL program using a pull-out model of organization. In this classroom environment newcomer ELLs receive instruction that is targeted to meeting the New York State (NYS) standards, which includes but is not limited to English Language Arts Examination. Instruction is targeted towards NYS standards using Santillana's *Spotlight on English* series. The core of instruction is geared towards acquiring English language proficiency. Its proficiency aligns with the NYSESLAT assessment in the spring. Students who have only been in the U.S. for less than 1 year are not tested on the N.Y.S. E.L.A., but take the N.Y.S.E.S.L.A.T test. For students 0-3 years, we work on building oral language, vocabulary development, phonemic awareness, phonics skills, basic writing and writing mechanics. We provide scaffolding through hands on activities, visual aids and realia. For students 4-6 years, we have a greater ability to diagnose weaknesses, given that there is more data from which to draw conclusions regarding proficiency. We focus on reading strategies, writing in a variety of genre, improving comprehension and fluency. We offer these students opportunities for enrichment such as the garden project and reader's theatre. We also recommend appropriate intervention strategies for students requiring additional support. P. S. 154 does not have long term ELLs. Those ELLs with special needs are assessed on a case by case basis to determine free standing ESL candidacy as indicated on their respective IEP's. From this pool of students, ESL instructors differentiate instruction

Another Language Instruction education program we expect to implement is the Growing Kids Project. This initiative is a project based program, that would tentatively be scheduled on Thursdays, from 3:00 pm to 5:00 pm from November to May. The target population would be 20 students from first grade to fifth grade. The students would be selected based on their NYSESLAT scores. We would select those students whose academic performance data revealed they are currently functioning at the intermediate to the to advanced level. The goal of the Growing Kids Project is to explore nutrition and life science that will improve our ELLs language development in listening, speaking, reading and writing. Students will be responsible for the creation and maintenance of a garden. The students will examine how healthy foods, exercise, and rest contribute to the overall health of individuals. Key vocabulary will be introduced in a meaningful context as it relates to the nutrition and life science. Additionally, students will participate in essay writing, persuasive letter writing, debate, and research regarding hunger, nutrition, and other socially relevant issues related to the food industry. The language of instruction will be English. Currently, we are using the *Spotlight on English* program published by Santillana to support language development with our ELL population. Teachers use Smart Board technology to develop interactive lessons that engage students in a variety of activities to improve, listening, speaking, reading

and writing. We expose our students to the format of the NYSESLAT throughout the school year using Getting Ready for the NYSESLAT published by Attanasio and Associates to assist them in reaching proficiency in the four modalities. Native language support is provided through the classroom libraries where a selection of Spanish language books that are age and grade appropriate are available. Required services and resources do correspond to ELL's ages and grade levels. Newly enrolled students are advised and assisted in completing the HILS form. We continue to assist parents during fall orientation sessions that are offered during the day and evening.

ESL teachers are regularly sent to professional development throughout the year. Professional development topics explore assisting ELLs to acquire academic language, where they will learn specific content area vocabulary and the ability to navigate grammatical patterns found in informational text. In addition, professional development provides teachers with opportunities to experience how they can differentiate instruction in the classroom. The administration provides professional development from the Association for Supervision and Curriculum Development. The ESL teachers share the information received by providers and classroom teachers meet to discuss student strengths, weaknesses, and monitor student progress in English. ESL teachers provide feedback and strategies for intervention to the classroom teachers to move students toward continuous improvement in English. Additionally, this year, the administration has dedicated one period of professional development a week where ESL faculty can maintain a dialogue with classroom teachers.

All parents have access to our Parent Coordinator and can contact her regarding any concerns, academically or otherwise, with their child. Additionally, the parent coordinator conducts a literacy outreach program that meets three times a week, specifically for the parents of ELLs. All literature and correspondence with ESL instructors is provided in native language and English formats so that parents are made aware of student progress, parent-teacher conferences, entitlement, and peripheral programming. As mentioned previously, we provide a literacy outreach program. Additionally, the school partners with Mercy Center, a community center located within walking distance of the school that provides comprehensive community assistance, including an ESL and immigrant services program. The school also partners with Bronx Resource Center, which focuses on serving Spanish speaking parents whose children have IEPs. Parent involvement activities are intended to facilitate parents in having an active role in their children's education. Beyond this fundamental goal, the design of the activities is to provide a social support network for these parents that connects them to the community and provides access to necessary resources.

Professional Development Program

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

Professional Development and Support for School Staff

Professional development is provided for ESL teachers throughout the year. ESL teachers are sent to enhance their knowledge of specific content area vocabulary, learn how to use differentiation in instruction and in their classroom and navigate grammatical patterns in informational text. The ESL teachers share the information and meet with the classroom teachers to discuss student strengths, weaknesses and monitor student progress in English.

Parental Involvement

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

Section III. Title III Budget

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$6737.00	<input type="checkbox"/> 5 teachers x 3 hours x 17 Saturday sessions = 255 session hours @ \$41.98 2 teachers x 2 hours x 20 Thursday sessions = 80 session hours @ \$41.98
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1,200.00	<input type="checkbox"/> Elements of Reading Level K, Level A, Level B, Read Aloud Anthology, Student Book, Vocabulary 25 pack (Steck Vaughan) Deluxe Seed Starting Kit (National Gardening Association)
Educational Software (Object Code 199)	0	<input type="checkbox"/> N/A
Travel	0	<input type="checkbox"/> N/A

Other	0	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

P. S. 154X provides written language translation and meets the oral interpretation needs of all parents as required by NCLB and the chancellor's regulations for all schools. As our data shows our student population is comprised of 36% Black, 63% Hispanic, .5 % White and .5% Asian. The student body includes 19% English Language Learners and 20% Special Education Students. Our NYC School survey for SY 09-10 found that 96% of the parents stated they were very satisfied with how the school communicated with them as parents. Parents reported the school provided them with info about getting educational goals and offers appropriate feedback on each student's learning outcomes. 54% of Parents reported that the school communicates with them in a language they can understand. This is done in a variety of ways. Parents are supported by our on site Parent Coordinator who collaborates with administration, staff and parent volunteers to provide written translations and the oral interpretation services to parents to ensure that all parents are provided with appropriate and timely information in a language they can understand. Since the NYC DOE only provides Translation and Interpretation Services through their on site unit for central events only not school based events, the local school body is encouraged to make use of our translation/interpretation funding allocations as detailed in School Allocation Memo #46 of FY2011, to cover local interpretation needs. To that end our school heavily relies upon our strong bilingual staff of NYS Licensed bilingual/ESL teachers, truly bilingual personnel such as , Assistant Principal, Social Worker, Clerical Associate and Family Worker to support our parents and families in need of these services in addition to any allocations afforded us as part of the DOE interpretation/translation funding allocations. When needed, we document our request for translation services by completing and submitting the appropriate DOE forms (e.g., Translation Request Form, Parents' Preferred Language Form, Interpretation Request Form, Translation Vendor Information List and Form) in a timely fashion.

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.

□As indicated previously, our most recent NYC School Survey 2009-2010 states that 63% of our student population is Hispanic and our student body includes 19.2 % of our total are English Language Learners. Therefore, we as a community want to provide parents with translations of all school documents where possible. We consistently request all documents distributed at the school come to us in both English and Spanish to better meet the needs of our student population and their families. The Parent coordinator provides on going support in the way of weekly workshops with the PTA president and other members of the school community, Parent volunteers, and Learning Leaders. These workshops and such initiatives support parents in the Parent Room (Rm 134) when translations or oral interpretations are needed. Parents are always welcome in the school throughout the school day, and during extended day activities. Per results of the NYC School Survey for 09-10 SY more than 90% of parents reportedly felt engaged in an active and vibrant partnership to promote student learning. The findings of our school's translation and interpretation needs were reported to our school community as part and parcel of NYS New York State Limited English Proficiency Identification Process. Initially as each child is registered into our school, as part of the registration process a Home language Questionnaire is completed by the parent for each child. If the child's home language is English and the student's only language is English the student enters the general education program. However, should the home language questionnaire indicate that the child's home language is other than English or the student's native language is other than English, a formal interview is conducted with the child in the child's native language and English. If the student speaks a language other than English and/or student speaks little or no English, an initial assessment is completed using the Language Assessment Battery-Revised (LAB-R). After reviewing the results/scores on the LAB-R the child is identified as either functioning at the Beginning, Intermediate or Advanced Level of proficiency in English. As results indicate student is placed in the appropriate level of the LEP (Limited English Proficiency) Program. After the annual assessment completed in the Spring of every school year the student's proficiency is evaluated by administering the NYS English as a Second Language Achievement Test (NYSESLAT) to determine his current level English proficiency his placement for the next school year.

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

Part B: Strategies and Activities

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

□P. S. 154X provides written language translation and meets the oral interpretation needs of all parents as required by NCLB and the chancellor's regulations for all schools. As our data shows our student population is comprised of 36% Black, 63% Hispanic, .5 % white and .5% Asian. The student body includes 19% English Language Learners and 20% Special Education Students. Our NYC School survey for SY 09-10 found that 96% of the parents stated they were very satisfied with how the school communicated with them as parents. Parents reported the school provided them with info about getting educational goals and offers appropriate feedback on each student's learning outcomes. 90% of Parents reported that the school communicates with them in a language they can understand. This is done in a variety of ways.

Parents are supported by our on site Parent Coordinator who collaborates with administration, staff and parent volunteers to provide written translations and the oral interpretation services to parents to ensure that all parents are provided with appropriate and timely information in a language they can understand. Since the NYC DOE only provides Translation and Interpretation Services through their on site unit for central events only, not school based events, the local school body is encouraged to make use of our translation/interpretation funding allocations as detailed in School Allocation Memo #46 of FY 2011, to cover local interpretation needs. To that end our school heavily relies upon our strong bilingual staff of NYS Licensed bilingual/ESL teachers, truly bilingual personnel such as , Assistant Principal, Social Worker, Clerical Associate and Family Worker to support our parents and families in need of these services in addition to any allocations afforded us as part of the DOE interpretation/translation funding allocations. When needed, we document our request for translation services by completing and submitting the appropriate DOE forms (e.g., Translation Request Form, Parents' Preferred Language Form, Interpretation Request Form, Translation Vendor Information List and Form) in a timely fashion.

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.

As indicated previously, given the requirements of NCLB and the chancellor's regulations for all schools, a look at our data illustrates our need for Spanish/English Translation and Interpretation Services. As our data shows our student population is comprised of 36% Black, 63% Hispanic, .5 % white and .5% Asian The student body includes 19% English Language Learners and 20% Special Education Students. Parents are supported by our on site Parent Coordinator who collaborates with administration, staff and parent volunteers to provide written translations and the oral interpretation services to parents to ensure that all parents are provided with appropriate and timely information in a language they can understand. Since the NYC DOE only provides Translation and Interpretation Services through their on site unit for central events only, not school based events, the local school body is encouraged to make use of our translation/interpretation funding allocations as detailed in School Allocation Memo #46 of FY 2011, to cover local interpretation needs. To that end our school heavily relies upon our strong bilingual staff of NYS Licensed bilingual/ESL teachers, truly bilingual personnel such as , Assistant Principal, Social Worker, Clerical Associate and Family Worker to support our parents and families in need of these services in addition to any allocations afforded us as part of the DOE interpretation/translation funding allocations. When needed, we document our request for translation services by completing and submitting the appropriate DOE forms (e.g., Translation Request Form, Parents' Preferred Language Form, Interpretation Request Form, Translation Vendor Information List and Form) in a timely fashion.

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>.

PS 154X's Parent Coordinators collaborate regularly with The Parent volunteers, Parent Board Members and Learning Leaders to provide a variety of Parent Meetings including orientation meetings. These meetings are provided in both languages to assist parents in understanding the materials and programs presented. The monthly Parent Calendar keeps parents advised of upcoming events. The school parent coordinator also fields questions from parents and facilitates any need for translation. When Translations/interpretations are needed we

regularly rely on our own staff of NYS bilingual professionals as well as the larger school community.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$700,003.00	\$9,515.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,000.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$35,000	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$70,000.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
98%

6. If the percentage of high quality teachers during 2009-2010 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.

- **Professional Development** -Teachers receive ongoing professional development on essential instructional topics such as: "Balanced Literacy", "Workshop Model", "Differentiating Instruction", "Guided Reading", "Classroom Management"
- **Master Teacher Support** - this includes inter-visitation to observe master teacher lessons, modeling group instruction, lesson planning support, co-teaching experience. The CFI Network Support Staff also provides this ongoing support.
- **Mentor Program** - new teachers are paired with experienced teachers in a mentor relationship that is monitored by administration.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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

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

P.S. 154’s Parent Involvement Policy

I. General Expectations

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

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents and participating children.

The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

The school will incorporate this parental involvement policy into its school improvement plan.

In carrying out Title I, Part A parental involvement requirements, to the extent practical, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practical, in a language parents understand.

The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving students academic learning and other school activities, including ensuring-

That parents play an integral role in assisting their child's learning;

That parents are encouraged to be actively involved in their child's education at school;

That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the state.

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

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

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

III. Discretionary School Parental Involvement Policy Components

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

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

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the consensus of the School Leadership Team. This policy was adopted by the Jonathan D. Hyatt/P.S. 154X School on 10/28/10 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 11/15/10.

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

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

School-Parent Compact

School Responsibilities

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

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: See Section V: Annual School Goals pp. 14 and Section VI: Action Plan pp. 15-19
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: Fall 2010 and Spring 2011
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: The teachers will frequently call parents to inform them of their child's progress.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Staff is available to parents at all times with an appointment
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows: Parents volunteer and participate on class trips. A parent can become a Learning Leader in our school. This is a three day workshop provided by Learning Leaders. This entitles them to work in classrooms, the cafeteria, during recess, in the library and at our school book fair.
6. Involve the parents in the planning, review, and improvement of the school's Parental Involvement Policy, in an organized, ongoing, and timely way.
7. Involve the parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs, and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet,
11. On the request of parents, provide opportunities for regular meeting for parents to formulate suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least mathematics, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.
14. Parent Workshop including Lee Canter workshop on Effective Parenting for Academic Success.
15. Participation in the Birth-8 Initiative that includes professional development for teachers, administration and a monthly parent study group.
16. Mid-year Literacy Night celebration inviting and involving students, parents, community members, teachers, administrators and staff. Celebration includes read-alouds, book discussions, skits and refreshments.

Parent Responsibilities

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

Monitoring attendance.

Making sure that homework is completed.

Monitoring the amount of television their children watch.

Volunteering in my child's classroom.

Participating, as appropriate, in decisions relating to my children's education.

Promoting positive use of my child's extracurricular time.

Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate.

Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

Do our homework

Read at least 30 minutes every day outside of school time.

Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

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.

P.S. 154 reviewed all data from formative and summative assessments including 2009-2010 Progress Report and School Report Card, 2010 NYSTP/ELA and Math, Acuity Periodic Assessments and teacher assessments that were given throughout the 2009-2010 school year.

The results indicated that 20% of our students were proficient in ELA and 40% in Math. An RTI system of intervention was implemented to explicitly target student academic deficits in ELA and Math. Student monitoring systems were needed to track student progress and plan instruction throughout the school year.

Teacher surveys throughout the 2009-2010 school year indicated that our teachers needed professional development to meet the instructional needs of our students. Professional development topics were strategically selected to focus on this goal. Topics included "Differentiating Instruction", "Guided Reading", "Lesson Planning", and "Creating Skill/Strategy Lessons"

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

P.S. 174 provides differentiated instruction to all students based on factors such as student readiness, background knowledge and student interest. Teachers receive on-going professional development to prepare them to provide exemplary instruction to all our students based on student needs.

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.

Research based RTI system of AIS is provided for our struggling students. In the RTI system students receive targeted instruction for six week cycles. After each six week cycle students are assessed and further instructional plans are implemented based on student performance. Students who do not make progress in Tier 2 are referred for more intensive intervention (i.e. 3:1 - 1:1 with an instructional specialist). This AIS is provided Monday through Wednesday for 37.5 minutes.

o Help provide an enriched and accelerated curriculum.

P.S. 154 uses research based curriculum for all content area including the following:

Reading Program - Good Habits Great Readers; Writing Program -Writing Fundamentals
Vocabulary/Spelling - Words Their Way, Phonics Program - Open Court (K-2)

Curriculum is revised based on class and student needs

o Meet the educational needs of historically underserved populations.

At P.S. 154 all of the lowest performing students receive RTI intervention and an individualized education plan that is monitored by the teacher and administrative staff. Academic Tracking Sheets (ATS) sheets are maintained for all the lowest performing students. ATS include information on student academic and support services, ongoing formative and summative assessments and results.

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

At P.S. 154 all at risk students are closely monitored and services are implemented when needed. The school has established a referral process for students who require social/emotional intervention. Teachers and staff refer students to the Child Study Team that consists of administration, guidance counselor, social worker and psychologist. Referred students are assessed and specific intervention services may be recommended. The CST assigns a case manager to monitor student progress.

P.S. 154 also provides Peer Mediation and Mentor Program to provide for the social/emotional growth of our community.

o Are consistent with and are designed to implement State and local improvement, if any.

In addition to the P.S. 154 initiatives, we are participants in the Birth - 8 Professional Development Program for our Pre-Kindergarten to 3rd grade teachers. This is a three year professional development program that provides in-school consultants and a study group for our teachers and the principal as well as monthly parent workshops.

We are also participants in the Heart of Change Professional Development. Four of our classroom teachers receive professional development on best instructional practices.

3. Instruction by highly qualified staff.

98% of the teachers at P.S. 154X are certified. They will be trained in the current curriculum as mandated by the DOE. The literacy and math coaches will model standard-based instruction in the classroom when necessary. Literacy and math coaches will serve as mentors for new

teachers and for teaching fellows. Mentoring activities may include modeling, demonstration lessons, inter-visitations, conferencing and planning sessions.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 specifically 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, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$700,003.00	True	Goal #1
Title I, Part A (ARRA)	Federal	Yes			\$9,515.00	True	Goal #1
Title II	Federal	Yes			\$42,453	True	Goals 1 and 2
Title III	Federal	Yes			\$15,000	True	Goal #3 and 5
IDEA	Federal		No			True	
C4E	State		No				
Tax Levy	Local	Yes			\$1,500,000	True	Goals 1-5

¹**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.

²**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 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.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

See Section V: Annual School Goals-pp. 16

See Section VI: Action Plan-pp. 17-21
See Appendix 4 Part C-pp. 37

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

See Section VI: Action Plan-pp.17-21
See Appendix I: Academic Intervention Services Part A and Part B-pp. 23 and 24

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

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

b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 N/A - not a Title I Targeted Assistance School

c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

See Section VI: Action Plan-pp 17-21
5. Provide instruction by highly qualified teachers;

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

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



See Appendix 2: Part B-pp. 27

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

7. Provide strategies to increase parental involvement; and



See Appendix 2: Part B-pp.28

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

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



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

APPENDIX 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

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

13

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

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

Part B:

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.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_07X154_122310-123001.doc

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	Children First Network	District	07	School Number	154	School Name	Jonathan D. Hyatt
Principal	Ms. Marsha Elliott			Assistant Principal	Maria Rodriguez Angela Clasp		
Coach				Coach			
Teacher/Subject Area	Ms. Heather Greene/ ESL			Guidance Counselor			
Teacher/Subject Area	Ms. Michael Kosak/ESL			Parent			
Teacher/Subject Area				Parent Coordinator	Ms. Michelle Brown		
Related Service Provider				Other			
Network Leader				Other			

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

C. School Demographics

Total Number of Students in School	522	Total Number of ELLs	67	ELLs as Share of Total Student Population (%)	12.84%
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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.

All newly admitted students receive a Home Language Identification Survey (HLIS) in kindergarten through fifth grade. (HLIS) forms are processed by an ESL teacher or administrator with bilingual certification. If the parent's responses on the HLIS form indicate that the student is a speaker of another language, the student is then given an informal interview in both the native and English language. If student does speak another language other than English, the child is then administered the LAB-R in English. If the child is below the cut score for the testing level, the student is then administered the Spanish LAB if the child's home language is Spanish. The ESL staff maintains a log of all students who have been screened for ELL services throughout the year. In addition, weekly reports are generated by ESL staff of new admits to identify students that may be eligible.

The ESL faculty conducts an orientation with all parents of English Language Learners. Reminders are sent a week before to ensure the maximum attendance in English and Spanish. During this meeting, we explain their program options and show them the video provided by the Department of Education for English Language learners. Parents are asked to fill out the program selection form at the end of the meeting. The meeting is conducted in English and Spanish. Parents are asked to sign an attendance form. If parents are unable to attend, we call each part and schedule a meeting to go over the process individually. We keep a log of all parents that receive information related to their ELL student this ensures that we contact all of our ELL parents.

In addition, to the orientation for new parents we conduct an ELL workshop for the parent's of continuing students. During this meeting, parents are given the continuing letters and fill out a tear-off that shows they have received this important information. This meeting gives us to an opportunity to discuss the progress of the students, the current curriculum and any questions related to the NYSESLAT. We also send these letters home with the tear-off. We make a diligent effort to collect all tear-offs from each of our ELL students. The ESL staff keeps a log of parents that attend this meeting. During the spring, ELLs are administered the NYSESLAT to determine their progress in the English language.

Based on the HLIS and LAB-R cut score students are placed in the ESL instructional program. In 2008-09, 67 percent of our newly enrolled ELL chose ESL on the Parent Selection Form. In 2009-10, 78 percent of parents choose ESL. In 2010-2011, 56 percent of our newly enrolled ELLs chose ESL. After reviewing the program selection forms and parent survey we have noticed a trend that the majority of our parents select English as a Second Language as their first choice. We aligned our program to address the request of parents. We communicate with those parents who have another preference directly in person or via telephone and in written form. These parents are provided with a letter that directs them to the Bronx Borough Office to further explore their program choice. We continue to follow up with parents to make sure they get the assistance needed find a school that provides their preferred language program.

Annually, The ESL faculty analyzes the NYSESLAT. We use the scale scores from the combined modalities report (RMNR) and NYStart to identify strengths and deficiencies of each student. We determine whether the child has moved within the level and what areas he may need further assistance. The information is then used to inform our instruction within the classroom.

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	67	Newcomers (ELLs receiving service 0-3 years)	43	Special Education	16
SIFE		ELLs receiving service 4-6 years	24	Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	43		7	24		9				67
Total	43	0	7	24	0	9	0	0	0	67

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
Urdu														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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**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
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	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	6	10	6	17	14	5								58
Chinese														0
Russian														0
Bengali			1											1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1		4	3									8
TOTAL	6	11	7	21	17	5	0	67						

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.

The organization model by which instruction is delivered is a pull-out freestanding English as a Second Language Program. ELA units are delivered during the 90 minute readers and writers workshop time scheduled each day. ESL beginning and intermediate students receive 360 minutes per week and advanced students received 180 minutes. At this time additionally, students have access to native language glossaries, bilingual dictionaries, and when available, bilingual certified staff. We currently group students heterogeneously according to proficiency. The administration is currently examining the possibility of a push-in model in 2010-2011. We are piloting the push-in model now with a section of fifth grade special education students. ESL teachers design a schedule to meet the mandated instructional minutes for each proficiency level. ESL instructional minutes are delivered in small group settings. The ELLs are using the Spotlight on English program which is content-based in order to improve language development. In addition, they also receive science with a specialist at an age and

grade appropriate level. ESL faculty, along with consultation from school administration, chose this program in order to assist our ELL population in building academic capacity in the main content areas of math, science, language arts and social studies. We have made the ELL population our school wide inquiry focus this academic year. The school wide inquiry team analyzed the NYSESLAT data and found that first and fourth grade had reached proficiency. After further examination of the test and student scores, we narrowed our focus to our fourth grade ELL students . The reason we chose to focus on these students is three-fold: 1) to enrich those students who have received services for more than three years, 2) the fourth grade ELL population is adequate in its sample size (thirteen students) whereas the first grade population is too small for a quantitative analysis, and 3) this sample group provides a number of varied formal assessments (ELA, Mathematics, and Science) as well as periodic assessments. This data will drive revision in instruction to more suitably meet the needs of this ELL population. These revisions will be decided as part of the school wide inquiry process.

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

Students who have only been in the U.S. for less than 1 year are not tested on the N.Y.S.E.L.A. but take the N.Y.S.E.S.L.A.T. test. For students 0-3 years, we work on building oral language, vocabulary development, phonemic awareness, phonics skills, basic writing and writing mechanics. We provide scaffolding through hands on activities, visual aids and realia. For students 4-6 years, we have a greater ability to diagnose weaknesses, given that there is more data from which to draw conclusions regarding proficiency. We focus on reading strategies, writing in a variety of genre, improving comprehension and fluency. We offer these students opportunities for enrichment such as the garden project and reader's theatre. We also recommend appropriate intervention strategies for students requiring additional support. P.S. 154 does not have long-term Ells at this time. however, if we had these students we would provide them with enrichment and intervention services on a case by case basis.

ELLs with special needs are provided differentiate instruction which is customized to their needs. They are determined to be freestanding ESL candidates as indicated by their respective IEP's. The ESL instructors adapt lessons in reading, writing, and vocabulary development to maximize student success. Lessons are structured to adjust to students abilities and strengths. In addition, these students receive supplemental academic intervention to support their growth as life long English language learners.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language 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.			
NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

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

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

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

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

Native language support is provided through the classroom libraries where a selection of Spanish language literature and resources that are age and grade appropriate are available. In addition, students are encouraged to celebrate their native heritage through school assemblies and programs. We are in the beginning stages of incorporating native language instruction as part of ESL services.

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

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.

ESL teachers are regularly sent to professional development throughout the year. Professional development topics explore assisting ELLs to acquire academic language, where they will learn specific content area vocabulary and the ability to navigate grammatical patterns found in informational text. In addition, professional development provides teachers with opportunities to experience how they can differentiate instruction in the classroom. The administration provides professional development from the Association for Supervision and Curriculum Development (ASCD). The ESL teachers share the information received by providing professional development for all teachers of ELL students at our school. Assistant principals, subject area teachers, bilingual teachers, special education teachers and the parent coordinator are included in this group. The training is provided during our professional development days and at other times throughout the school year. Collaboration is fostered between all teachers that service ELL students. In an effort to meet the needs of these students monthly meetings by grade level are held where service providers and classroom teachers meet to discuss student strengths, weakness, and monitor student progress in English. ESL teachers provide feedback and strategies for intervention to the classroom teachers to move students toward continuous improvement in English. Additionally, this year, the administration has dedicated one period of professional development a week where ESL faculty can maintain a dialogue with classroom teachers.

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

and speaking.

ELLs who are transitioning from elementary to middle school are offered workshops to help them complete the application and answer any questions parents may have. In addition, a bilingual teacher is available during these workshops. An ELL specialist from the Network has provided training for all staff members on strategies for ELLs to complete the minimum of 7.5 hours of professional development. All professional developments require teachers to complete a sign in sheet to verify their attendance.

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?

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

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

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

Part 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)	1	7	1	4	1	0								14
Intermediate(I)	0	3	3	7	5	2								20
Advanced (A)	5	1	2	9	7	2								26
Total	6	11	6	20	13	4	0	0	0	0	0	0	0	60

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		0	0	0	0	0							
	I		1	1	0	0	0							
	A		4	1	2	11	2							
	P		5	5	19	6	3							

READING/ WRITING	B		7	1	0	1	0						
	I		2	3	7	4	2						
	A		1	2	9	6	2						
	P		0	1	1	6	1						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	9	6	2		17
5	3	1	1		5
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	4		8		4		1		17
5	1		2		3				6
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									0
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
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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								

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

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.

To determine early literacy skills for our ELLs we use ECLAS-2 and Fountas and Pinnell reading levels. Students in kindergarten through second grade are assessed with ECLAS-2 twice a year. Kindergarten students will be tested in January with ECLAS-2. The results on ARIS will indicate whether first and second grade students are above or below on sight words, areas of decoding, spelling, vocabulary and reading comprehension. In addition, we use a Teachers College beginning of the year assessment that test phonemic awareness, initial and final sounds fluency, nonsense word, letter identification, discreet writing skills, high frequency words, and print concepts. We used Fountas and Pinnell assessments quarterly to determine the students reading level. This information informs our instruction as we customize learning goals and activities in the area of phonics, reading, phonemic awareness and oral expression.

After review of the NYSESLAT and LAB-R scores we have notice several trends. The grades where students generally test proficient are in fourth and fifth grade. Overall the scores from the 2009-10 scores across grades indicate proficiency or advance placement in listening and speaking. Reading and writing are the modalities where the data shows a pattern of lower scores. Trends indicate that many of our ELLs either moved up a level or moved up within the same level. Based on NYSESLAT data as well as detailed data from the NYS ELA we have tailored our instruction to meet the needs of students in specific areas of reading and writing. We have noted that generally, kindergarten students who test intermediate on the LAB-R, test at the beginning level on the NYSESLAT in the spring. For the 2009-10 school year 14 students tested proficient on the NYSESLAT. The leadership carefully examines the results of periodic assessment in order to shape instruction.

The periodic assessment results will be shared with classroom teachers to focus on ways to differentiate and scaffold instruction for the ELL population. An additional support for our ELL population based on the data will be small group instruction through RTI. The scores for the fall ELL periodic assessment are pending. Analysis of the scores will be conducted once they have been made available. The success of the program is evaluated based on the student progress made on the NYSESLAT assessment. In addition, we take into consideration the New York State Math and ELA.

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		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 154 Jonathan D. Hyatt					
District:	7	DBN:	07X154	School		320700010154

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	36	35		92.1	92.1	91.4
Kindergarten	74	67	78				
Grade 1	90	88	79	Student Stability - % of Enrollment:			
Grade 2	92	102	63	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	71	85	105		91.5	90.2	92.3
Grade 4	84	74	84				
Grade 5	76	81	73	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		99.6	99.0	99.6
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		14	30	33
Grade 12	0	0	0				
Ungraded	3	3	0	Recent Immigrants - Total Number:			
Total	526	536	517	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					6	3	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	33	37	47	Principal Suspensions	4	12	34
# in Collaborative Team Teaching (CTT) Classes	49	45	39	Superintendent Suspensions	6	10	3
Number all others	38	38	29				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	69	83	TBD
# ELLs with IEPs	9	24	TBD
These students are included in the General and Special Education enrollment information above.			
Number of Teachers	57	50	52
Number of Administrators and Other Professionals	13	13	9
Number of Educational Paraprofessionals	1	2	13

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	98.0
				% more than 2 years teaching in this school	66.7	76.0	82.7
				% more than 5 years teaching anywhere	52.6	58.0	73.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	67.0	76.0	86.5
American Indian or Alaska Native	0.8	0.6	0.8	% core classes taught by "highly qualified" teachers	93.3	90.9	87.5
Black or African American	35.7	33.4	36.8				
Hispanic or Latino	62.7	63.1	59.8				
Asian or Native Hawaiian/Other Pacific	0.2	0.2	0.4				
White	0.4	0.6	1.9				
Male	56.1	55.6	54.7				
Female	43.9	44.4	45.3				

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

SURR School (Yes/No)		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:

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

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					P
Overall Score:	33.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					P
School Environment:	5.2	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					UPF
School Performance:	4.7	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	21.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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