



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** JONATHAN D. HYATT ELEMENTARY SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 07x154

**PRINCIPAL:** MRS. MARSHA ELLIOTT **EMAIL:** MELLIOT2@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MS. YOLANDA TORRES

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Mrs. Marsha Elliott	*Principal or Designee	
Ms. Denise Green	*UFT Chapter Leader or Designee	
Mr. Albert Mateo	*PA/PTA President or Designated Co-President	
Ms. Sonia Martinez	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Ms. Celeste Barry	Member/Teacher	
Ms. Kendra Brown	Member/Teacher	
Ms. Rita Morgan	Member/Teacher	
Ms. Jennifer Diallo	Member/Parent	
Ms. Connie Carroll	Member/Parent	
Ms. Victoria Wailes	Member/Parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, the percent of all students in grades 3 and 5, including our general education students, students with disabilities, and English Language Learners, scoring Levels 3 & 4 on the 2012 NYS ELA assessment will increase by 5%.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

When tested in April 2011, just 21% of P.S. 154's third graders achieved Level 3 or above on the NYS ELA assessment. Looking specifically at the English Language Arts strands that were assessed, 64% of the current 4<sup>th</sup> graders had a Standard Performance Index (SPI) score on the 3<sup>rd</sup> grade NYS ELA assessment that was below the target range for "Information and Understanding." Similarly, 66% of the current 4<sup>th</sup> graders had an SPI score below the target range for "Literary Response and Expression," and 60% had an SPI score below the target range for "Critical Analysis and Evaluation." In addition to this standardized test data, beginning-of-year DRA scores indicate that 77 out of 101 (76%) current 4<sup>th</sup> graders (former 3<sup>rd</sup> graders) were reading below grade level in September. Of this year's current third grade cohort, 44 out of 65 (68%) were reading below grade level in September.

In addition to this third grade data, only 26% of the school's former fifth graders (2010 – 2011 cohort) achieved Level 3 or above on the NYS ELA assessment. Of this year's current fifth graders (2011 – 2012 cohort), 57 out of 100 (57%) were reading below grade level in September.

Our school did not achieve AYP in ELA in 2010 – 2011 in the following categories: a) Our Safe Harbor target for our entire student population and, thus, our economically disadvantaged student population was 110. Our performance index in these categories was 102. b) Our Safe Harbor target for our Black/AA students was 108. Our Performance Index for this group was 97. c) Our Safe Harbor target for our Students With Disabilities was 88, and our performance index for this group was 56. d) Our Safe Harbor target for our students with limited English proficiency was 105, and our performance index was 79. In addition, our male students performed significantly lower than our female students in every grade.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Several measures have been put in place to increase students' literacy achievement. These include: 1) the deliberate use of data to make instructional decisions; 2) ongoing professional development in literacy from an Aussie consultant, the in-house instructional support team, and members of our Network team; 3) targeted instruction/tutoring from City Year and Reading Partners; 4) academic intervention services for non-IEP students; 5) collaborative instructional planning; and 6) frequent informal observations by administrators.

## 1) Systematic Use of Data to Make Instructional Decisions:

- a) Following each cycle of assessment, we are holding “Data Days.” On these days, teachers work collaboratively to examine their class data (e.g., Diagnostic Reading Assessments; predictive test results; writing samples), group students appropriately, make decisions about proper teaching points, and gather resources for teaching (e.g., guided reading book sets, book club sets, workstation materials). In addition, teachers are being provided with professional development around setting appropriate reading and writing goals for students.
- b) Our Aussie consultant, lower grade assistant principal, and upper grade instructional coach are working with teachers on goal setting, identifying appropriate teaching points, and gathering resources. To support this work, a new literacy resource room that centrally houses a variety of guided reading and book club materials was created this fall.
- c) During the spring of 2011, our school’s Assessment Team held conversations with the upper grade teachers and collaboratively decided to develop a DYO assessment plan for the 2011 – 2012 school year.
- d) All aspects of this action plan began being implemented at the start of the 2011 - 2012 school year. Implementation will be ongoing and consistent throughout the year.

## 2) Ongoing Professional Development

- a) The Aussie Consultant is providing ongoing (15 sessions throughout the school year) literacy professional development to increase teachers’ capacities to analyze data, develop instructional goals, and effectively run guided reading and guided writing groups as well as literacy workstations. She is also facilitating lab sites in teachers’ classrooms. Before these labsites begin, the Aussie consultant models the instructional strategy. On subsequent days, teachers have opportunities to model guided reading, workstations, and guided writing. Each lab site concludes with a feedback session amongst the teachers, Aussie consultant, and members of the instructional support team.

Our in-house instructional support team (K – 2 assistant principal and 3 – 5 instructional coach) are working consistently with teachers to demonstrate particular teaching strategies, co-teach, and collaboratively plan instruction. In addition, after school professional development workshops are offered every week on either Wednesday, Thursday, or Friday. Topics include: aligning instruction to the Common Core Learning Standards, using technology effectively in the classroom, instructional strategies for ELL’s and special needs students, and data analysis and responsive planning.

Members of our Network team are providing professional development to teachers on the effective use of Thinking Maps, the Universal Design for Learning theory of action, effective social studies instruction (*History Through Harmony*).

- b) The staff or other individuals utilized to provide this professional development are one Aussie literacy consultant, our K – 2 assistant principal, our 3 – 5 instructional coach, and members of our Network team.
- c) Teachers are asked to provide the instructional support team feedback on the quality and effectiveness of the professional development that is offered. This is done using *Survey Monkey* surveys.
- d) Professional development for this school year began over the summer with workshops that introduced teachers to and involved teachers in analyzing the Common Core Learning Standards. A professional development calendar was developed for the entirety of the regular school year. Its offerings include all that is noted above. Additionally, teachers who attend outside professional development are turnkeying best practices that they have learned (e.g., *Creating CCLS Performance Tasks*, a workshop offered by the Network team).

### 3) Targeted Instruction/Tutoring from City Year and Reading Partners

- a) Students who are struggling with fluency are being pulled out four days a week to work on the *Great Leaps* program with a City Year corps member. Students who are struggling with either fluency or reading comprehension are being pulled out one to two times per week to work with a volunteer through the Reading Partners program. The curriculum for this program was developed in conjunction with the Stanford Department of Education. Volunteer reading tutors meet with participating students twice a week either during the regular school day or after school. Their work targets the five primary areas of balanced literacy (phonemic awareness, fluency, comprehension, vocabulary, and phonics).
- b) City Year corps members, a site coordinator for Reading Partners, and qualified volunteers who read with students for 1 hour per week are used for these initiatives.
- c) Student participants in the Reading Partners program are assessed three times a year using the Rigby reading assessment.
- d) Both City Year and Reading Partners began their work with students at the beginning of October. Their work will continue for the duration of the school year.

### 4) Targeted Academic Intervention Services (AIS)

- a) Students who are reading below or far below grade level receive 2.5 hours of small group literacy instruction each week during the Extended Day. During this time, students are engaged in guided reading with a teacher, working with *Raz Kids* on the computer, or working at literacy workstations. Additionally, general education students who are “pushable” Level 2’s and “slippable” Level 3’s will be pulled out for small-group literacy instruction one period per week during the regular school day. Lastly, special education students who are “pushable” Level 1’s or “slippable” Level 2’s will be pulled out for additional small-group literacy instruction one period per week during the regular school day. Both of these pull-out programs will begin in December.
- b) All classroom and out-of-classroom teachers are instructing small groups of students during the extended day periods on Mondays and Tuesdays. The science cluster teacher, IEP teacher, assistant principals, and instructional coach are providing small group instruction during the school day.
- c) Diagnostic Reading Assessments (DRA’s) are conducted three times a year by all K - 5 classroom teachers. In addition, guided reading notes are utilized two times a year to determine updated reading levels. All data is housed on a shared Google document to which all teachers have access. Predictive Kaplan assessments are also given twice a year to students in grades 3, 4, and 5 to assess current comprehension skill sets.
- d) Extended Day began the second week of the school year. Students are constantly phased in and out of Extended Day based upon current data. Similarly, in-school AIS groups evolve according to current data.

### 5) Collaborative Instructional Planning

- a) All classroom teachers teaching Kindergarten through fifth grade have at least two common grade level preparation periods per week. Many grades have four or five common planning periods per week. During at least two of these periods per month, teachers are meeting in grade-level teams with a member of the instructional support team (either the K - 2 assistant principal or 3 – 5 instructional coach) to collaboratively plan integrated units of study that are aligned to the Common Core Learning Standards and utilize performance-based assessments. In many cases, out-of-classroom service providers, like the ESL teacher, are collaboratively planning with classroom teachers and directly co-teaching units of study.
- b) All classroom teachers, many out-of-classroom service providers and specialty teachers, and the instructional support team are involved in this collaborative planning.

c) Teachers have significant autonomy over the development of the Common Core aligned, integrated units of study. Provided with unit frameworks by the instructional support team, teachers now have the professional freedom to develop lesson plans that meet the needs of their students. All grades are planning to complete the planning of their units of study by February 2012.

d) Collaborative planning of integrated units of study began in October and will continue for the duration of the school year.

#### 6) Frequent Cycles of Informal Observations and Feedback by Administrators

a) Each member of the administrative team is conducting cycles of short informal classroom observations. Following each observation, teachers receive targeted written feedback. The year began with a close look at classroom environments (including both the physical environment and the classroom's culture). In most cases, the focus of observations is now shifting to the content and quality of instruction. All classroom teachers are being informally observed at least two times a month.

b) The principal and two assistant principals are most involved in this work.

c) Informal observation cycles began in September and will continue for the duration of the school year. The principal and two assistant principals are using Danielson's Framework and rubrics to provide actionable feedback to teachers to increase effective instruction.

#### Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Specific strategies that P.S. 154 is or will be using to engage parents as partners in the work that must be done to achieve Goal #1 include:

- a) holding parent/guardian workshops that highlight success strategies for the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade New York State English Language Arts assessments;
- b) utilizing our site-based parent coordinator to teach parents how to access their children's academic information on the computer;
- c) training parent volunteers through *Learning Leaders* to assist in classrooms, at lunch periods, and with clerical work;
- d) developing a database of parent email addresses so that we may communicate with parents more easily;
- e) developing a "Sites" page on the jdhyatt website that will allow parents to easily access classroom-specific information such as nightly homework or details about class units of study

In addition, our PTA president is currently working collaboratively with school staff to develop a literacy resource room for teachers. We have designated a classroom as a resource room for teachers to borrow guided reading, book club and professional development materials. Teachers can also sign up to conduct classes in the resource room which also has access to technology (i.e. Smartboard). Our PTA president is responsible for the resource room inventory as well as the scheduling and borrowing process.

More broadly, we are working with parents to increase student attendance and decrease student lateness. This year, P.S. 154 joined the Mayor's Initiative Task Force on Truancy, Chronic Absenteeism and School Engagement. Through this partnership, we will receive resources to help us increase parent engagement and, ultimately, improve student attendance. We kicked off the work with a Parent Summit in September. Another part of the initiative is a *Success Mentor* program. Our City Year corps members are currently acting as mentors to students who are chronically absent. They run a mentor/mentee breakfast club. We soon plan to include parents in the club. Additionally, City Year corps members stand outside of the school building at the start of each day to greet both students and parents. Our hope is that this type of positive reinforcement will further incent children and their parents to come to school. Through

the Mayor's Initiative, we will also be holding quarterly Parent Summit meetings with parents of students who are chronically absent. At these meetings, there will be workshops related to topics in which parents have expressed interest. Finally, at the conclusion of the school year, parents/guardians of students who were previously identified as chronic absentees, but who reach a 90% or above average attendance rate by the end of May, will be invited to attend a special trip with their children as a reward.

Other efforts to reduce student absenteeism are parent workshops on controlling asthma and other health-related topics given by representatives from Bronx Lebanon Hospital and workshops on special education topics given by representatives from the Jewish Community Council. We are also working to maintain and improve our communication with parents. Thus, we continue to utilize our phone message system, Global Connect, to communicate important messages to parents and guardians (e.g., student absences and school meetings). In addition, we continue to distribute a monthly parent calendar that lists key meetings, class trips, and honor roll assemblies.

Two parent groups actively collaborate with school staff to develop and revise school goals and to learn key skills that may be turnkeyed to other parents. For example, this year the entire SLT Committee received training on understanding the school's assessment tools (e.g., The Progress Report, the School Report Card, the School Survey, and ARIS). In this way, they may train other parents both inside the school walls and at each other's homes. The SLT Committee also meets regular to monitor and revise our plans for meeting our instructional needs. Part of this work, of course, included the development of this year's Comprehensive Education Plan.

A second actively meeting parent group is our Title I Parent Committee. This team collaborates with the principal and the School Leadership Team to determine how to best allocate the Title I Parent Involvement money. Last year, the team provided parent workshops and bought computers for the parents. This year, the team plans to continue offering parent workshops. In addition, it plans to offer incentives like trips to parents for increasing their children's attendance and participating in parent/teacher conferences.

One aspect of parent involvement that we are particularly interested in improving is our ability to collect data around parent needs and concerns. Ideas that we have to target this goal are:

- a) providing regular opportunities for parents to express their concerns and needs at parent workshops and PTA meetings;
- b) asking parents to fill out surveys (either online or hard copies) at parent/teacher conferences or other workshops and meetings;
- c) surveying teachers about parent needs and concerns

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

To ensure that our current staff remain or become highly qualified to achieve Goal #1, two primary strategies are being employed. First, ongoing and varied professional development is being offered to teachers. As described above, the Aussie Consultant is providing ongoing (15 sessions throughout the school year) literacy professional development to increase teachers' capacities to analyze data, develop instructional goals, and effectively run guided reading and writing groups and literacy workstations. She is also facilitating lab sites in teachers' classrooms. Our in-house instructional support team (K – 2 assistant principal and 3 – 5 instructional coach) are working consistently with teachers to demonstrate teaching strategies, co-teach, and collaboratively plan instruction. In addition, professional development workshops are offered once a week after school. Topics include, though are not limited to: aligning instruction to the Common Core Learning Standards, using technology effectively in the classroom, instructional strategies for ELL's and special needs students, and data analysis and responsive planning. Finally, members of our Network team are providing professional development to teachers on the effective use of Thinking Maps and the Universal Design for Learning theory of action, and effective social studies instruction (*History Through Harmony*).

Secondly, short, frequent cycles of observation by the administration serve to ensure that teachers are constantly becoming more qualified to achieve this goal.

Each member of the administrative team is conducting frequent, though short, informal observations of all teachers. Following each observation, teachers receive targeted written feedback. The year began with a close look at classroom environments (including the physical environment and the classroom's culture). In most cases, the focus of observations is now shifting to the content and quality of instruction. All classroom teachers are being informally observed at least two times a month.

Finally, the school website offers a space for all staff to communicate, receive information about upcoming meetings and professional development opportunities, and collaborate using shared Google documents.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

In addition to the literacy work done by City Year corps members and Reading Partners volunteers (see descriptions above), three other partnerships are vital to our literacy work. The first is a partnership with a consortium of education schools (including CUNY, Bank Street College of Education, and Lehman) running a program titled Birth-to-Eight. Through this program, a consultant works with teachers in their classrooms to develop and sustain a developmentally appropriate, academically rich, and emotionally responsive classroom environment and curriculum. Participating teachers also participate in monthly cohort meetings at which relevant texts are discussed. The principal also participates in a monthly cohort meeting of participating principals at which texts are discussed. This is our second year partnering with the Birth-to-Eight program. This year, one Pre-Kindergarten teacher, one Kindergarten teacher, two 1<sup>st</sup> grade teachers, one 2<sup>nd</sup> grade teacher, two 2<sup>nd</sup>/3<sup>rd</sup> grade bridge teachers, two 3<sup>rd</sup> grade teachers, and one instructional coach are participating in the work. The Birth-to-Eight program also offers workshops to parents on parenting-related topics such as: setting limits and developing routines and children's development.

An additional key partnership is with the YMCA. This group provides three hours of after school instruction and extra curricular activities to students five days a week. They also work with students during school vacations. Each school afternoon begins with a structured period of time during which students complete their homework and receive tutoring. Afterwards, students participate in various activities, including dance, theatre, and arts and crafts.

Finally, Studio in a School is working with all 4<sup>th</sup> grade classes. Each week, they teach a literacy-based nutrition lesson. The following day, visiting artists engage students in related artwork. On December 9<sup>th</sup>, parents will be invited to a culminating event to celebrate the Art and Healthy Living program. At this event, parents of 4<sup>th</sup> graders will meet the artist and nutritionist who worked with the students. Student artwork will be on display and activities related to the program will take place.

### **Budget and resources alignment**

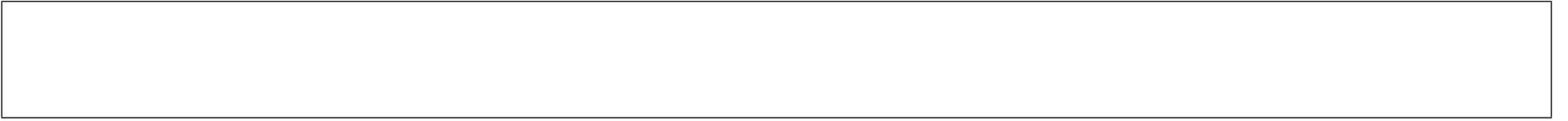
- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The school's FSF monies for Fiscal Year 2012 totaled \$2.5 million. Approximately 11% of the fund source is dedicated to three leadership salaries, two assistant principals and one principal. FSF monies also fund twenty classroom teachers, 4.37 specialty teachers, one guidance counselor, and the instructional coach. Other teacher and staff salaries are being funded by the Title IIA allocation, Title I SWP allocation, and Title III LEP Funds for Fiscal Year 2012.

Ten percent of our Title I SWP fund source was set aside and is being utilized to support the professional development of teachers.

One percent of our Title I SWP allocation was set aside and is being utilized to support parental involvement activities and programs.

Five percent of our Title I SWP allocation was set aside for attracting and developing highly qualified staff.



## ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, the percent of students in Grade 3 scoring Level 3 or above on the New York State mathematics assessment will increase by 5%.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

When tested in April 2011, just 25% of P.S. 154's third graders achieved Level 3 or above on the NYS mathematics assessment. This achievement rate pales in comparison to the percent of both fourth and fifth graders (45% and 49% respectively) who achieved Level 3 or above on the 2011 NYS mathematics assessment. Of these third graders, 61% had a Standard Performance Index (SPI) score below the target range for questions related to algebra. Similarly, 63% had an SPI score below the target range for questions in the Geometry strand, 62% had an SPI score below the target range for questions in the Measurement strand, 54% had an SPI score below the target range for questions in the Number Sense and Operations strand, and 60% had an SPI score below the target range for questions in the Statistics and Probability strand.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

To increase the number of 3<sup>rd</sup> graders achieving Level 3 or above on the 2012 NYS mathematics assessment, we will be doing three things: 1) providing students with targeted, small-group instruction during the Extended Day; 2) providing students with targeted, small-group Academic Intervention Services during the regular school day; and 3) narrowing the Everyday Mathematics curriculum to content and lessons that specifically target tested learning standards. Each is described below:

#### **1) Targeted Extended Day Instruction**

- a) Students whose predictive and interim assessments indicate that they are able to achieve Level 3 scores on the NYS mathematics assessment will be targeted for small-group instruction during the Extended Day on Mondays and Tuesdays.
- b) All classroom teachers, out-of-classroom teachers, and paraprofessionals will be working with students during Extended Day.
- c) Interim Everyday Mathematics unit assessments and Kaplan predictive assessments (as per our 2011 – 2012 DYO assessment plan) will be used to assess the ongoing progress of students.

d) Targeted, small-group mathematics instruction during the Extended Day will begin in January and continue until the end of the school year.

## 2) Targeted Academic Intervention Services During the Regular School Day

a) Students whose predictive and interim assessments indicate that they are able to achieve Level 3 or above on the NYS mathematics assessment and who do not already receive small-group targeted instruction during the extended day, will be pulled out for up to two periods a week for small-group mathematics instruction.

b) The science cluster teacher, IEP teacher, assistant principals, and instructional coach will provide small group instruction during the school day.

c) Interim Everyday Mathematics unit assessments and Kaplan predictive assessments (as per our 2011 – 2012 DY0 assessment plan) will be used to assess the ongoing progress of students.

d) Targeted, small-group mathematics instruction during the regular school day will begin in January and continue until the end of the school year.

## 3) Curricular Focus on Tested Content Standards

a) To ensure that our third graders have a solid understanding of the content put forth in the Common Core Learning Standards for Mathematics, teachers will be identifying and teaching the Everyday Mathematics lessons that are specifically aligned.

b) The staff needed to enact this curricular change are classroom and AIS staff.

c) Interim Everyday Mathematics unit assessments and Kaplan predictive assessments (as per our 2011 – 2012 DY0 assessment plan) will be used to assess the ongoing progress of students.

d) Focused instruction will begin in December and continue until the end of the school year.

## Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Specific strategies that P.S. 154 is or will be using to engage parents as partners in the work that must be done to achieve Goal #2 include:

- a) holding parent/guardian workshops that highlight success strategies for the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade New York State mathematics assessments;
- b) utilizing our site-based parent coordinator to teach parents how to access their children's academic information on the computer;
- c) training parent volunteers through *Learning Leaders* to assist in classrooms, at lunch periods, and with clerical work;
- d) developing a database of parent email addresses so that we may communicate with parents more easily;
- e) developing a "Sites" page on the jdhyatt website that will allow parents to easily access classroom-specific information such as nightly homework or details about class units of study

In addition, our PTA president is currently working collaboratively with school staff to develop a math and science resource room for teachers. We have designated a classroom to house math manipulatives, games, and literature. The room also acts as a science resource room, housing FOSS units of study and non-fiction science texts.

More broadly, we are working with parents to increase student attendance and decrease student lateness. This year, P.S. 154 joined the Mayor's Initiative Task Force on Truancy, Chronic Absenteeism and School Engagement. Through this partnership, we will receive resources to help us increase parent engagement and, ultimately, improve student attendance. We kicked off the work with a Parent Summit in September. Another part of the initiative is a *Success Mentor* program. Our City Year corps members are currently acting as mentors to students who are chronically absent. They run a mentor/mentee breakfast club. We soon plan to include parents in the club. Additionally, City Year corps members stand outside of the school building at the start of each day to greet both students and parents. Our hope is that this type of positive reinforcement will further incent children and their parents to come to school. Through the Mayor's Initiative, we will also be holding quarterly Parent Summit meetings with parents of students who are chronically absent. At these meetings, there will be workshops related to topics in which parents have expressed interest. Finally, at the conclusion of the school year, parents/guardians of students who were previously identified as chronic absentees, but who reach a 90% or above average attendance rate by the end of May, will be invited to attend a special trip with their children as a reward.

Other efforts to reduce student absenteeism are parent workshops on controlling asthma and other health-related topics given by representatives from Bronx Lebanon Hospital and workshops on special education topics given by representatives from the Jewish Community Council. We are also working to maintain and improve our communication with parents. Thus, we continue to utilize our phone message system, Global Connect, to communicate important messages to parents and guardians (e.g., student absences and school meetings). In addition, we continue to distribute a monthly parent calendar that lists key meetings, class trips, and honor roll assemblies.

Two parent groups actively collaborate with school staff to develop and revise school goals and to learn key skills that may be turnkeyed to other parents. For example, this year the entire SLT Committee received training on understanding the school's assessment tools (e.g., The Progress Report, the School Report Card, the School Survey, and ARIS). In this way, they may train other parents both inside the school walls and at each other's homes. The SLT Committee also meets regular to monitor and revise our plans for meeting our instructional needs. Part of this work, of course, included the development of this year's Comprehensive Education Plan.

A second actively meeting parent group is our Title I Parent Committee. This team collaborates with the principal and the School Leadership Team to determine how to best allocate the Title I Parent Involvement money. Last year, the team provided parent workshops and bought computers for the parents. This year, the team plans to continue offering parent workshops. In addition, it plans to offer incentives like trips to parents for increasing their children's attendance and participating in parent/teacher conferences.

One aspect of parent involvement that we are particularly interested in improving is our ability to collect data around parent needs and concerns. Ideas that we have to target this goal are:

- a) providing regular opportunities for parents to express their concerns and needs at parent workshops and PTA meetings;
- b) asking parents to fill out surveys (either online or hard copies) at parent/teacher conferences or other workshops and meetings;
- c) surveying teachers about parent needs and concerns

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

To ensure that our current staff remain or become highly qualified to achieve Goal #2, staff are working collaboratively with the instructional support team to develop units of study that are aligned to the Common Core Learning Standards for Mathematics and utilize performance based assessments. Teachers are also beginning to utilize technology such as interactive SmartBoard lessons, online math videos, and online math games to improve the quality of mathematics instruction.

Some teachers are attending outside mathematics professional development run by Lucy West. They are turnkeying their new learning to other staff members.

In addition to these professional development opportunities, short, frequent cycles of observation by the administration serve to ensure that teachers are constantly improving their craft. Each member of the administrative team is conducting frequent, though short, informal observations of all teachers. Following each observation, teachers receive targeted written feedback. All classroom teachers are being informally observed at least two times a month.

Finally, the school website offers a space for all staff to communicate, receive information about upcoming meetings and professional development opportunities, and collaborate using shared Google documents.

#### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

CookShop Classroom is an outside-funded program that engages Kindergarten through 2<sup>nd</sup> graders in actual cooking in the classroom. Through the cooking, students explore mathematical topics such as measurement, proportions, ratios, and graphing. At the same time, students engage in critical thought and dialogue around food and nutrition. CookShop will also be offering six free cooking and nutrition workshops to parents and guardians. These workshops are the adult version of the CookShop Classroom program. At each workshop, families will prepare a recipe, learn nutritional tips, and discuss money-saving techniques to help families eat well on a limited budget. At each workshop, participants will also receive ingredients to cook simple and delicious recipes at home with their families.

Junior Energy is currently working with the science cluster teacher during her 4<sup>th</sup> grade classes. Together, students are exploring electricity and other forms of consumption. Students engage in hands-on experiments that simultaneously require them to think critically, articulate their ideas in writing, and use mathematical skills and concepts to draw conclusions.

#### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The school's FSF monies for Fiscal Year 2012 totaled \$2.5 million. Approximately 11% of the fund source is dedicated to three leadership salaries, two assistant principals and one principal. FSF monies also fund twenty classroom teachers, 4.37 specialty teachers, one guidance counselor, and the instructional coach. Other teacher and staff salaries are being funded by the Title IIA allocation, Title I SWP allocation, and Title III LEP Funds for Fiscal Year 2012.

Ten percent of our Title I SWP fund source was set aside and is being utilized to support the professional development of teachers.

One percent of our Title I SWP allocation was set aside and is being utilized to support parental involvement activities and programs.

Five percent of our Title I SWP allocation was set aside for attracting and developing highly qualified staff.

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, the percent of students with disabilities in grades 3, 4, and 5 scoring Level 1 on the New York State English Language Arts assessment will decrease by 5%.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

When tested in April 2011, 66% of P.S. 154's third graders with disabilities, 38% of fourth graders with disabilities, and 54% of fifth graders with disabilities scored Level 1 on the New York State English Language Arts assessment.

Looking specifically at the English Language Arts strands that were assessed, 94% of last year's third grade special education student population (this year's 4<sup>th</sup> grade special education students) had a Standard Performance Index (SPI) score on the 3<sup>rd</sup> grade NYS ELA assessment that was below the target range for "Information and Understanding." Ninety-one percent of these students had an SPI score that was below the target range for "Literary Response and Expression." Ninety-one percent of these students also had an SPI score that was below the target range for "Critical Analysis and Evaluation."

Of last year's fourth grade special education student population (this year's 5<sup>th</sup> grade special education students), 71% had a Standard Performance Index (SPI) score on the 4<sup>th</sup> grade NYS ELA assessment that was below the target range for "Information and Understanding," 62% had an SPI score that was below the target range for "Literary Response and Expression," and 67% had an SPI score that was below the target range for "Critical Analysis and Evaluation."

Of last year's fifth grade special education student population, 89% had a Standard Performance Index (SPI) score on the 5<sup>th</sup> grade NYS ELA assessment that was below the target range for "Information and Understanding," 82% had an SPI score that was below the target range for "Literary Response and Expression," and 82% had an SPI score that was below the target range for "Critical Analysis and Evaluation."

Of our current 3<sup>rd</sup> grade students with disabilities, 20 out of 31 (65%) were reading below grade level or far below grade level when assessed in September using a DRA. Similarly, 20 out of 26 (77%) current 4<sup>th</sup> graders with disabilities were reading below grade level or far below grade level when assessed in September using a DRA and 21 out of 26 (81%) current 5<sup>th</sup> grade students with disabilities were reading below grade level or far below grade level when assessed using a DRA in September.

Our school did not achieve AYP in ELA in 2010 – 2011. The following category is pertinent to this goal: Our Safe Harbor target for our Students With Disabilities was 88, and our performance index for this group was 56. In addition, our Safe Harbor target for our students with limited English proficiency was 105, and our performance index was 79.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the

- strategies/activities,  
d) timeline for implementation.

In addition to the work described in the action plan for Goal #1 (see above), two other specific measures are being taken in order to specifically increase the success rates in literacy of our students with disabilities in grades 3, 4, and 5. These are: 1) Inquiry team work focused on the use of visual tools (thinking maps, brainstorming webs, and task-specific organizers) and 2) Guided reading groups that meet students where they currently are. These additional measures are described below:

### **1) Schoolwide Inquiry Team Action Research**

- a) Teachers of students with disabilities in grades 4 and 5 are exploring, through action research, the ways that visual tools (thinking maps, brainstorming webs, and task-specific organizers) impact the performance of students with disabilities (IEP, CTT, and SETTS). The group's research questions and goals focus on increasing student motivation and enhancing students' abilities to analyze and synthesize texts, organize and develop writing, and engage in critical dialogue. The inquiry team is working collaboratively to take action, collect and analyze data, and, ultimately, make decisions for future instruction.
- b) Members of the instructional support team and 4<sup>th</sup> and 5<sup>th</sup> grade classroom teachers servicing students with disabilities are members of the team.
- c) The team began by closely analyzing September DRA's and baseline writing samples for all of the involved students. As actions are taken in each of the classrooms, student work is collected, observation notes are taken, and teaching and learning is recorded in action.
- d) The schoolwide inquiry team began its research in October and will continue to investigate for the duration of the school year.

### **2) Guided Reading Groups**

- a) This year, a great effort is being made to differentiate literacy instruction in all grades in a meaningful way. Accordingly, for upper elementary students who are very far below grade level in reading, guided reading groups that instruct students at their true instructional level are in place. In the 4<sup>th</sup> and 5<sup>th</sup> grades, classroom teachers have formed guided reading groups of students within their own classes with like instructional levels. Teachers of 3<sup>rd</sup> grade students have chosen to group students across their classes with like instructional levels. Accordingly, all third grade students switch classes three times a week to meet with their guided reading groups.
- b) All classroom teachers, members of the instructional support staff, and the AUSSIE literacy consultant are involved in the successful development and enactment of these guided reading groups.
- c) September DRA's allowed teachers to make initial groupings and develop targeted lessons. Both ongoing guided reading and conference notes and periodic DRA testing throughout the school year will inform future grouping and instructional teaching points for guided reading groups.
- d) Professional development on the use of DRAs and guided reading with the AUSSIE literacy consultant began in September. Ongoing labsites guided by the AUSSIE consultant are ensuring that this work purposefully continues throughout the year.

### Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Specific strategies that P.S. 154 is or will be using to engage parents as partners in the work that must be done to achieve Goal #3 include:

- a) holding parent/guardian workshops that highlight success strategies for the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade New York State English Language Arts assessments;
- b) utilizing our site-based parent coordinator to teach parents how to access their children's academic information on the computer;
- c) offering parent workshops on topics related to special education from the Jewish Community Council;
- d) training parent volunteers through *Learning Leaders* to assist in classrooms, at lunch periods, and with clerical work;
- e) developing a database of parent email addresses so that we may communicate with parents more easily;
- f) developing a "Sites" page on the jdhyatt website that will allow parents to easily access classroom-specific information such as nightly homework or details about class units of study

In addition, our PTA president is currently working collaboratively with school staff to develop a literacy resource room for teachers. We have designated a classroom as a resource room for teachers to borrow guided reading, book club and professional development materials. Teachers can also sign up to conduct classes in the resource room which also has access to technology (i.e. Smartboard). Our PTA president is responsible for the resource room inventory as well as the scheduling and borrowing process.

More broadly, we are working with parents to increase student attendance and decrease student lateness. This year, P.S. 154 joined the Mayor's Initiative Task Force on Truancy, Chronic Absenteeism and School Engagement. Through this partnership, we will receive resources to help us increase parent engagement and, ultimately, improve student attendance. We kicked off the work with a Parent Summit in September. Another part of the initiative is a *Success Mentor* program. Our City Year corps members are currently acting as mentors to students who are chronically absent. They run a mentor/mentee breakfast club. We soon plan to include parents in the club. Additionally, City Year corps members stand outside of the school building at the start of each day to greet both students and parents. Our hope is that this type of positive reinforcement will further incent children and their parents to come to school. Through the Mayor's Initiative, we will also be holding quarterly Parent Summit meetings with parents of students who are chronically absent. At these meetings, there will be workshops related to topics in which parents have expressed interest. Finally, at the conclusion of the school year, parents/guardians of students who were previously identified as chronic absentees, but who reach a 90% or above average attendance rate by the end of May, will be invited to attend a special trip with their children as a reward.

Other efforts to reduce student absenteeism are parent workshops on controlling asthma and other health-related topics given by representatives from Bronx Lebanon Hospital and workshops on special education topics given by representatives from the Jewish Community Council. We are also working to maintain and improve our communication with parents. Thus, we continue to utilize our phone message system, Global Connect, to communicate important messages to parents and guardians (e.g., student absences and school meetings). In addition, we continue to distribute a monthly parent calendar that lists key meetings, class trips, and honor roll assemblies.

Two parent groups actively collaborate with school staff to develop and revise school goals and to learn key skills that may be turnkeyed to other parents. For example, this year the entire SLT Committee received training on understanding the school's assessment tools (e.g., The Progress Report, the School Report Card, the School Survey, and ARIS). In this way, they may train other parents both inside the school walls and at each other's homes. The SLT Committee also meets regular to monitor and revise our plans for meeting our instructional needs. Part of this work, of course, included the development of this year's Comprehensive Education Plan.

A second actively meeting parent group is our Title I Parent Committee. This team collaborates with the principal and the School Leadership Team to determine how to best allocate the Title I Parent Involvement money. Last year, the team provided parent workshops and bought computers for the parents.

This year, the team plans to continue offering parent workshops. In addition, it plans to offer incentives like trips to parents for increasing their children's attendance and participating in parent/teacher conferences.

One aspect of parent involvement that we are particularly interested in improving is our ability to collect data around parent needs and concerns. Ideas that we have to target this goal are:

- a) providing regular opportunities for parents to express their concerns and needs at parent workshops and PTA meetings;
- b) asking parents to fill out surveys (either online or hard copies) at parent/teacher conferences or other workshops and meetings;
- c) surveying teachers about parent needs and concerns

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

To ensure that our current staff remain or become highly qualified to achieve Goal #1, two primary strategies are being employed. First, ongoing and varied professional development is being offered to teachers. As described above, the Aussie Consultant is providing ongoing (15 sessions throughout the school year) literacy professional development to increase teachers' capacities to analyze data, develop instructional goals, and effectively run guided reading and writing groups and literacy workstations. She is also facilitating lab sites in teachers' classrooms. Our in-house instructional support team (K – 2 assistant principal and 3 – 5 instructional coach) are working consistently with teachers to demonstrate teaching strategies, co-teach, and collaboratively plan instruction. In addition, professional development workshops are offered every week after school. Topics include, though are not limited to: aligning instruction to the Common Core Learning Standards, using technology effectively in the classroom, instructional strategies for ELL's and special needs students, and data analysis and responsive planning. Finally, members of our Network team are providing professional development to teachers on the effective use of Thinking Maps and the Universal Design for Learning theory of action.

Secondly, short, frequent cycles of observation by the administration serve to ensure that teachers are constantly becoming more qualified to achieve this goal. Each member of the administrative team is conducting frequent, though short, informal observations of all teachers. Following each observation, teachers receive targeted written feedback. The year began with a close look at classroom environments (including the physical environment and the classroom's culture). In most cases, the focus of observations is now shifting to the content and quality of instruction. All classroom teachers are being informally observed at least two times a month.

Finally, the school website offers a space for all staff to communicate, receive information about upcoming meetings and professional development opportunities, and collaborate using shared Google documents.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

In addition to the literacy work done by City Year corps members and Reading Partners volunteers (see descriptions given in Goal #1), three other partnerships are vital to our literacy work. The first is a partnership with a consortium of education schools (including CUNY, Bank Street College of Education, and Lehman) running a program titled Birth-to-Eight. Through this program, a consultant works with teachers in their classrooms to develop and sustain a developmentally appropriate, academically rich, and emotionally responsive classroom environment and curriculum. Both participating teachers and the school principal participate in monthly cohort meetings at which relevant texts are discussed. This is our second year partnering with the Birth-to-Eight program. This year, one Pre-Kindergarten teacher, one Kindergarten teacher, two 1<sup>st</sup> grade teachers, one 2<sup>nd</sup> grade teacher, two 2<sup>nd</sup>/3<sup>rd</sup> grade bridge teachers, two 3<sup>rd</sup> grade teachers, and one instructional coach are participating in the work. The Birth-to-Eight program also offers workshops to parents on parenting-related topics such as: setting limits and developing routines and children's development.

An additional key partnership is with the YMCA. This group provides three hours of after school instruction and extra curricular activities to students five days a week. They also work with students during school vacations. Each school afternoon begins with a structured period of time during which students complete their homework and receive tutoring. Afterwards, students participate in various activities, including dance, theatre, and arts and crafts.

Finally, Studio in a School is working with all 4<sup>th</sup> grade classes. Each week, they teach a literacy-based nutrition lesson. The following day, visiting artists engage students in related artwork. On December 9<sup>th</sup>, parents will be invited to a culminating event to celebrate the Art and Healthy Living program. At this event, parents of 4<sup>th</sup> graders will meet the artist and nutritionist who worked with the students. Student artwork will be on display and activities related to the program will take place.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The school's FSF monies for Fiscal Year 2012 totaled \$2.5 million. Approximately 11% of the fund source is dedicated to three leadership salaries, two assistant principals and one principal. FSF monies also fund twenty classroom teachers, 4.37 specialty teachers, one guidance counselor, and the instructional coach. Other teacher and staff salaries are being funded by the Title IIA allocation, Title I SWP allocation, and Title III LEP Funds for Fiscal Year 2012.

Ten percent of our Title I SWP fund source was set aside and is being utilized to support the professional development of teachers.

One percent of our Title I SWP allocation was set aside and is being utilized to support parental involvement activities and programs.

Five percent of our Title I SWP allocation was set aside for attracting and developing highly qualified staff.

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, the percent of students in grades 3 and 5 scoring Level 1 on the New York State Mathematics Assessment will decrease by 5%. In addition, the percent of students in grade 4 scoring Level 3 or above on the New York State Mathematics Assessment will increase by 5% by June 2012.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

When tested in April 2011, 44% of P.S. 154's third graders with disabilities and 11% of fifth graders with disabilities scored Level 1 on the New York State Mathematics assessment. In fourth grade, just 14% of the students with disabilities achieved Level 3 on the 2011 NYS Math Assessment.

Looking specifically at the mathematics strands that were assessed, 78% of last year's third grade special education student population (this year's 4<sup>th</sup> grade special education students) had a Standard Performance Index (SPI) score on the 3<sup>rd</sup> grade NYS mathematics assessment that was below the target range for both the Number Sense and Operations strand and the Algebra strand. Eighty-one percent of these students had an SPI score that was below the target range for the Geometry strand and the Statistics and Probability strand. Eighty-four percent of these students had an SPI score that was below the target range for the Measurement strand.

Of last year's fourth grade special education student population (this year's 5<sup>th</sup> grade special education students), 86% had a Standard Performance Index (SPI) score on the 4<sup>th</sup> grade NYS Mathematics assessment that was below the target range in all five strands (Number Sense and Operations, Algebra, Geometry, Measurement, and Statistics and Probability).

Of last year's fifth grade special education student population, 64% had a Standard Performance Index (SPI) score on the 5<sup>th</sup> grade NYS Mathematics assessment that was below the target range for both the Number Sense and Operations and the Geometry strand while 61% had an SPI score that was below the target range for both the Measurement strand and the Algebra strand.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

In addition to the strategies described in Goal #2 (see "Instructional Strategies/Activities"), teachers of students with disabilities will also work to integrate technology into their mathematics instruction. This work is described below:

- a) All K – 5 classroom teachers have access to a SmartBoard; All fourth and fifth grade teachers actually have SmartBoards in their classrooms. Teachers will

both create their own and utilize already-created mathematics lessons for the SmartBoard on the Teq and other websites. Teachers will also make use of videos to introduce students to new math concepts.

b) Classroom teachers and instructional support staff will be vital to this work. Technology resources will also be necessary.

c) Exit slips, predictive Kaplan math assessments, and Everyday Mathematics summative unit assessments will be used to evaluate student progress throughout the year.

d) This work began in fall 2011 and will continue for the duration of the school year.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Specific strategies that P.S. 154 is or will be using to engage parents as partners in the work that must be done to achieve Goal #4 include:

- a) holding parent/guardian workshops that highlight success strategies for the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade New York State mathematics assessments;
- b) utilizing our site-based parent coordinator to teach parents how to access their children's academic information on the computer;
- c) holding parent workshops given by the Jewish Community Council on topics related to special education;
- d) training parent volunteers through *Learning Leaders* to assist in classrooms, at lunch periods, and with clerical work;
- e) developing a database of parent email addresses so that we may communicate with parents more easily;
- f) developing a "Sites" page on the jdhyatt website that will allow parents to easily access classroom-specific information such as nightly homework or details about class units of study

In addition, our PTA president is currently working collaboratively with school staff to develop a math and science resource room for teachers. We have designated a classroom to house math manipulatives, games, and literature. The room also acts as a science resource room, housing FOSS units of study and non-fiction science texts.

More broadly, we are working with parents to increase student attendance and decrease student lateness. This year, P.S. 154 joined the Mayor's Initiative Task Force on Truancy, Chronic Absenteeism and School Engagement. Through this partnership, we will receive resources to help us increase parent engagement and, ultimately, improve student attendance. We kicked off the work with a Parent Summit in September. Another part of the initiative is a *Success Mentor* program. Our City Year corps members are currently acting as mentors to students who are chronically absent. They run a mentor/mentee breakfast club. We soon plan to include parents in the club. Additionally, City Year corps members stand outside of the school building at the start of each day to greet both students and parents. Our hope is that this type of positive reinforcement will further incent children and their parents to come to school. Through the Mayor's Initiative, we will also be holding quarterly Parent Summit meetings with parents of students who are chronically absent. At these meetings, there will be workshops related to topics in which parents have expressed interest. Finally, at the conclusion of the school year, parents/guardians of students who were previously identified as chronic absentees, but who reach a 90% or above average attendance rate by the end of May, will be invited to attend a special trip with their children as a reward.

Other efforts to reduce student absenteeism are parent workshops on controlling asthma and other health-related topics given by representatives from Bronx Lebanon Hospital and workshops on special education topics given by representatives from the Jewish Community Council. We are also working to maintain and improve our communication with parents. Thus, we continue to utilize our phone message system, Global Connect, to communicate important messages to parents and guardians (e.g., student absences and school meetings). In addition, we continue to distribute a monthly parent calendar that lists key meetings,

class trips, and honor roll assemblies.

Two parent groups actively collaborate with school staff to develop and revise school goals and to learn key skills that may be turnkeyed to other parents. For example, this year the entire SLT Committee received training on understanding the school's assessment tools (e.g., The Progress Report, the School Report Card, the School Survey, and ARIS). In this way, they may train other parents both inside the school walls and at each other's homes. The SLT Committee also meets regular to monitor and revise our plans for meeting our instructional needs. Part of this work, of course, included the development of this year's Comprehensive Education Plan.

A second actively meeting parent group is our Title I Parent Committee. This team collaborates with the principal and the School Leadership Team to determine how to best allocate the Title I Parent Involvement money. Last year, the team provided parent workshops and bought computers for the parents. This year, the team plans to continue offering parent workshops. In addition, it plans to offer incentives like trips to parents for increasing their children's attendance and participating in parent/teacher conferences.

One aspect of parent involvement that we are particularly interested in improving is our ability to collect data around parent needs and concerns. Ideas that we have to target this goal are:

- a) providing regular opportunities for parents to express their concerns and needs at parent workshops and PTA meetings;
- b) asking parents to fill out surveys (either online or hard copies) at parent/teacher conferences or other workshops and meetings;
- c) surveying teachers about parent needs and concerns

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

To ensure that our current staff remain or become highly qualified to achieve Goals 2 and 4, staff are working collaboratively with the instructional support team to develop units of study that are both aligned to the Common Core Learning Standards for Mathematics and utilize performance based assessments. Teachers are also beginning to utilize technology such as interactive SmartBoard lessons, online math videos, and online math games to improve the quality of mathematics instruction.

In addition to these professional development opportunities, short, frequent cycles of observation by the administration serve to ensure that teachers are constantly improving their craft. Each member of the administrative team is conducting frequent, though short, informal observations of all teachers. Following each observation, teachers receive targeted written feedback. All classroom teachers are being informally observed at least two times a month.

Finally, the school website offers a space for all staff to communicate, receive information about upcoming meetings and professional development opportunities, and collaborate using shared Google documents.

#### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

CookShop Classroom is an outside-funded program that engages Kindergarten through 2<sup>nd</sup> graders in actual cooking in the classroom. Through the cooking, students explore mathematical topics such as measurement, proportions, ratios, and graphing. At the same time, students engage in critical thought and dialogue around food and nutrition. CookShop will also be offering six free cooking and nutrition workshops to parents and guardians. These workshops are the adult version of the CookShop Classroom program. At each workshop, families will prepare a recipe, learn nutritional tips, and discuss money-saving techniques to help families eat well on a limited budget. At each workshop, participants will also receive ingredients to cook simple and delicious recipes at

home with their families.

Junior Energy is currently working with the science cluster teacher during her 4<sup>th</sup> grade classes. Together, students are exploring electricity and other forms of consumption. Students engage in hands-on experiments that simultaneously require them to think critically, articulate their ideas in writing, and use mathematical skills and concepts to draw conclusions.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The school's FSF monies for Fiscal Year 2012 totaled \$2.5 million. Approximately 11% of the fund source is dedicated to three leadership salaries, two assistant principals and one principal. FSF monies also fund twenty classroom teachers, 4.37 specialty teachers, one guidance counselor, and the instructional coach. Other teacher and staff salaries are being funded by the Title IIA allocation, Title I SWP allocation, and Title III LEP Funds for Fiscal Year 2012.

Ten percent of our Title I SWP fund source was set aside and is being utilized to support the professional development of teachers.

One percent of our Title I SWP allocation was set aside and is being utilized to support parental involvement activities and programs.

Five percent of our Title I SWP allocation was set aside for attracting and developing highly qualified staff.

## ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, the overall school climate will improve as measured by the Learning Environment Survey taken by parents and teachers as well as by interim teacher and parent *Survey Monkey* surveys.

Most specifically, by June 2012, fifty percent or more of the teachers who respond to the School Survey in spring 2012 will select “Strongly Agree” or “Agree” to the following statements on the School Survey:

- a) Order and discipline are maintained at my school.
- b) I can get the help I need at my school to address student behavior and discipline problems.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Although 100% of the teachers at P.S. 154 responded to the 2010 – 2011 School Survey, just 32% responded affirmatively to the statement, “Order and discipline are maintained at my school.” Of that 32%, twenty-four percent of the staff said they agreed with the statement, and just 8% said they strongly agreed. On the other hand, 38% of the staff said they disagreed with the statement, and 30% said that they strongly disagreed.

When asked about the support that they get in relation to behavior and discipline problems, teachers were equally dissatisfied. Only 30% responded affirmatively to the statement, “I can get the help I need at my school to address student behavior and discipline problems.” Of that 30%, twenty-one percent of the staff said they agreed with the statement and 9% said they strongly agreed. Fifty percent of the staff reported that they disagreed with the statement and 21% noted that they strongly disagreed.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Several measures are either continuing or being put into place to help prevent behavior-related disruptions to instruction. These include: 1) an administrator in charge of discipline; 2) a schoolwide Star Bucks reward system; 3) Honor Roll assemblies; 4) monthly character education themes; 5) mandated and at-risk guidance counselors; 6) Peer Mediation; 7) a mentoring program; 8) The Beautification Boys (The “B” Boys); 9) the development of Functional Behavior Plans; and 10) specialty courses that provide students with physical and artistic outlets. In addition to these preventative measures, P.S. 154 is working to develop a fair, consistent, and swift system of consequences. An important part of this plan is 11) the SAVE Room.

### 1) Administrator in Charge of Discipline

- a) This year one assistant principal has been designated the administrator in charge of discipline. She focuses on discipline procedures and protocols.
- b) The assistant principal is used to ensure that all discipline procedures are followed.
- c) Computer-based surveys of staff members will be used to assess the effectiveness of this new role.
- d) The new role was assigned in September and will continue through the end of the school year.

### 2) Schoolwide Star Bucks Reward System

- a) The School Environment Team, made up entirely of teachers, developed and instituted a schoolwide reward system during the 2009 – 2010 school year. The system allows students to earn “Star Bucks” for positive behavior throughout the school day. The system allows all adults in the building, including classroom teachers, specialty teachers, support services teachers, and even lunch staff, to reward students for excellence. Classroom teachers follow through by bringing students to the school’s “Star Buck Store”, where students can use their accumulated Star Bucks to purchase supplies or small toys, once or twice a month. In the past, Star Bucks have earned students the privilege of attending monthly celebrations. The Star Buck Store replaces this reward system and allows students to have more control over how they use their Star Bucks. It also serves the purpose of teaching children rudimentary skills of saving and spending.
- b) All school staff are involved in the distribution of the Star Bucks. Classroom teachers are responsible for scheduling time to bring students to the Star Buck Store. Members of the School Environment Team meet consistently to evaluate the program’s benefits, restock the store, and distribute Star Bucks.
- c) Computer-based surveys of staff members will be used to assess the effectiveness of this work.
- d) The Star Buck reward system is an ongoing endeavor that began during the 2009 – 2010 school year. It is constantly reevaluated and improved.

### 3) Honor Roll Assemblies

- a) This year, honor roll assemblies are a renewed aspect of our schoolwide initiative to reward positive behavior. Each month, students whose attendance, academic performance and progress, and behavior are exemplary are honored with a certificate at an assembly. In addition, students who display the traits of the monthly character theme (e.g., courage, hard work, positive attitude) are honored.
- b) The principal and assistant principals organize and run the Honor Roll Assemblies.
- c) Computer-based surveys of staff members will be used to assess the effectiveness of this initiative.
- d) The first assembly was held in October. The goal is for assemblies to occur on a monthly basis.

### 4) Monthly Character Education Themes

- a) Using the program titled *Wise Words* as a guide, all teachers work to integrate the monthly character theme and related vocabulary into lessons. In addition, the principal selects and shares a weekly quote that exemplifies the monthly theme. Teachers are expected to unpack the quotation with students

each week. Character themes are shared and/or reinforced during the principal's daily announcements to the school.

b) All teachers and the principal are integral to this work's success.

d) This initiative began in 2009 – 2010 and continues throughout this school year.

#### **5) Mandated and At-Risk Guidance Counselors**

a) P.S. 154 has two in-house guidance counselors, one of whom primarily services lower-grade students and the other who works largely with students in grades 3, 4, and 5. The Child Study Team and School Assessment Team ensure that students who can benefit from counseling receive it. Counselors see up to 45 at-risk students per week either in one-to-one or small group meetings. In addition, on Fridays both counselors push in to classrooms to give whole-class or small group mini-lessons around topics like hygiene, stranger safety, bullying, and listening skills.

b) The school's guidance counselors, members of the Child Study Team, and members of the School Assessment Team are integral to this work.

d) This work is ongoing.

#### **6) Peer Mediation**

a) Organized by the upper grade guidance counselor, a peer mediation program serves the important purpose of working out disagreements among upper grade students. A rotating team of 12 peer mediators is trained by the guidance counselor on how to elicit productive conversation from involved students. Each 4<sup>th</sup> or 5<sup>th</sup> grade peer mediator is assigned to "work" one period per week (peer mediation periods occur each day from 2:00 – 2:45 p.m.). Students with difficulties may sign up each day and a peer mediator is assigned to their case.

b) The school's upper grade guidance counselor is an integral part of this program.

d) This work is ongoing.

#### **7) Mentoring Program**

a) Started during the 2009 – 2010 school year by a previous lower grade guidance counselor and continued this year by our current lower grade guidance counselor, students who are emotionally and/or behaviorally at-risk are mentored one period a week by a caring adult or upper grade student. Any staff member, including teachers, administrators, and custodians, are invited to act as mentors. When mentors and mentees meet, they play games, do arts and crafts, and discuss life. This is an opportunity for at-risk students to receive extra emotional support. The lower grade guidance counselor also organizes holiday celebrations for mentors and mentees to attend together.

b) All mentors and the lower grade guidance counselor are integral to this work.

d) This year's mentoring program began in October and will continue for the duration of the school year.

#### **8) The Beautification Boys (The "B" Boys)**

a) This year a group of young men with persistent behavior difficulties has been established. These students meet three times a week during their lunch

periods to offer service to the school. For example, they often clean up trash around the building, sweep leaves that have accumulated outside the school's doors, or sort through and organize teacher resources.

b) The principal, head custodian, and PTA president take turns leading this group.

d) The "B" Boys began meeting in October and will continue for the duration of the school year. It is anticipated that this work will serve the dual purpose of improving student behavior and academic achievement. Targeting males in this way works toward improving the overall performance of our male student population.

#### 9) **Functional Behavior Plans**

a) Because it is apparent that some extreme behavior cases still remain despite the plans that are in place to reward positive and productive citizenship at P.S. 154, the Child Study Team plans to consistently develop functional behavior plans. The purpose of this work will be to develop clear, individualized behavior modification plans for students whose behavior is consistently disruptive to the classroom or school learning environment.

b) The Child Study Team consists of the assistant principal in charge of discipline, the school psychologist, one or both guidance counselors, the IEP teacher, the instructional coach, the appropriate classroom teacher, and any other staff who interface with the student regularly (e.g., specialty teachers or lunch staff) or who will be integral parts of the developed behavior plan (e.g., SAVE Room teacher).

c) As the team develops plans for new students, it will also regularly assess the progress of students for whom plans have already been made. Logs of incidents and teacher anecdotes will be used as data.

d) This specific work began informally at the end of October. The Child Study Team meets every other week.

#### 10) **Specialty Courses That Offer Students Physical and Artistic Outlets**

a) Every student at P.S. 154 takes both fine art and dance one semester per year. In the fine arts program, children have opportunities to express themselves visually while learning about the lives and craft of famous artists. In dance, students study a variety of genres, including classical ballet, tap, modern, African dance, Merengue, and Salsa. At the conclusion of every semester, participating classes perform for families, teachers, and peers. Recent performances have included *A Tribute to Michael Jackson*, *Dance around the World*, and *Shrek the Musical*. The upcoming winter performance is scheduled to be *Aladdin the Musical*. Both art and dance offer opportunities for all students, but especially those who often struggle to remain focused and engaged, to express themselves.

b) The art and dance teachers are critical to this work.

#### 11) **The SAVE Room**

a) This year, we aim to develop a SAVE Room that is consistent and reliable. Although budget cuts leave us extremely short staffed, we are working diligently to ensure that the SAVE Room is constantly manned in order for it to be used as a place for extremely disruptive students to, when necessary, take short breaks from the classroom.

b) Integral staff are the assistant principal in charge of discipline, the SAVE Room teacher, and support staff who cover for the SAVE Room teacher when he is alternately engaged.

d) Ensuring that the SAVE Room is functional is ongoing work.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

To specifically engage parents as partners in the work that needs to be done to achieve Goal #5, we are doing the following:

- a) developing a database of parent email addresses so that we may communicate with parents more easily;
- b) developing a "Sites" page on the jdhyatt website that will allow parents to easily access classroom-specific information such as nightly homework or details about class units of study;
- c) offering parent workshops on asthma and other health-related issues given by representatives from Bronx Lebanon Hospital;
- d) inviting parents to honor roll assemblies;
- e) celebrating students' artistic talent at dance performances that take place at the conclusion of each semester;
- f) utilizing our parent coordinator to lead The "B" Boys team

Families of P.S. 154 students are invited to the dance performances that take place at the conclusion of each semester. Historically, these events are extremely well-attended by parents and guardians. The principal often takes advantage of these phenomenal showings to speak with parents and guardians about increasing student attendance, decreasing student lateness, and working collaboratively to improve student academic performance.

The PTA president is an integral part of The "B" Boys team leadership. At least once a week, he leads the young men in a service project. He is also a member of the School Garden Committee.

Increasing student attendance and decreasing student lateness is also a key component of achieving Goal #5. Our work on this aspect of parent involvement is reiterated below. This year, P.S. 154 joined the Mayor's Initiative Task Force on Truancy, Chronic Absenteeism and School Engagement. Through this partnership, we will receive resources to help us increase parent engagement and, ultimately, improve student attendance. We kicked off the work with a Parent Summit in September. Another part of the initiative is a *Success Mentor* program. Our City Year corps members are currently acting as mentors to students who are chronically absent. They run a mentor/mentee breakfast club. We soon plan to include parents in the club. Additionally, City Year corps members stand outside of the school building at the start of each day to greet both students and parents. Our hope is that this type of positive reinforcement will further incent children and their parents to come to school. Through the Mayor's Initiative, we will also be holding quarterly Parent Summit meetings with parents of students who are chronically absent. At these meetings, there will be workshops related to topics in which parents have expressed interest. Finally, at the conclusion of the school year, parents/guardians of students who were previously identified as chronic absentees, but who reach a 90% or above average attendance rate by the end of May, will be invited to attend a special trip with their children as a reward.

Other efforts to reduce student absenteeism are parent workshops on controlling asthma and other health-related topics given by representatives from Bronx Lebanon Hospital and workshops on special education topics given by representatives from the Jewish Community Council. We are also working to maintain and improve our communication with parents. Thus, we continue to utilize our phone message system, Global Connect, to communicate important messages to parents and guardians (e.g., student absences and school meetings). In addition, we continue to distribute a monthly parent calendar that lists key meetings, class trips, and honor roll assemblies.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Both new and experienced teachers struggling with classroom management are being provided with in-class management support by the instructional coach. During this work, strategies are discussed, modeled, and tweaked as necessary. In addition, workshops on effective classroom management were offered to all teachers at the start of the school year. All classroom teachers who are new to our school are also being mentored by a veteran teacher. Mentors aid new teachers with lesson planning, instruction, and classroom management.

When hiring teachers, the instructional support team considers the extent to which teachers engage and connect with students during demonstration lessons.

The school's art teacher is participating in several professional development opportunities. She is working with the *History Through Harmony* program and is a participant in the *Whitney Museum Teacher Exchange Program*. She also engaged in summer professional development with the China Institute.

Finally, the school website offers a space for all staff to communicate, receive information about upcoming meetings and professional development opportunities, and collaborate using shared Google documents.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Several programs currently serve or will soon serve the specific purpose of engaging P.S. 154's students in cultural, physical, and environmental activities. The YMCA afterschool program involves students in dance, physical movement, music, and arts and crafts. Additionally, the school's grant committee, headed by the art teacher, is working to acquire monies from Grow to Learn, Whole Foods, and Annie's Grow Organic Grant to develop school flower, produce, and herb gardens. Under the art teacher's leadership, a school Garden Club will ultimately be established. All of these activities contribute to the well-being of the whole child and serve to minimize disruptive student behavior.

P.S. 154's third graders participated in the National Fossil Day event at the American Museum of Natural History on October 11<sup>th</sup>. Prior to this experience, the third grade teachers developed a unit on dinosaurs using curriculum from the Moveable Museum workshop. In addition, the American Museum of Natural History's Moveable Museum visited P.S. 154 on November 21<sup>st</sup>. Many classes had the opportunity to visit this exciting moveable museum!

Due to our school's Title I status, we participate in subsidized programs with various New York City museums. Most specifically, many classes are participating in a three part series program sponsored by the Museum of Modern Art.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The school's FSF monies for Fiscal Year 2012 totaled \$2.5 million. Approximately 11% of the fund source is dedicated to three leadership salaries, two assistant principals and one principal. FSF monies also fund twenty classroom teachers, 4.37 specialty teachers, one guidance counselor, and the instructional coach. Other teacher and staff salaries are being funded by the Title IIA allocation, Title I SWP allocation, and Title III LEP Funds for Fiscal Year 2012.

Ten percent of our Title I SWP fund source was set aside and is being utilized to support the professional development of teachers.

One percent of our Title I SWP allocation was set aside and is being utilized to support parental involvement activities and programs.

Five percent of our Title I SWP allocation was set aside for attracting and developing highly qualified staff.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	17	17	N/A	N/A	3	0	0	0
<b>1</b>	23	23	N/A	N/A	0	0	0	0
<b>2</b>	41	25	N/A	N/A	3	0	0	0
<b>3</b>	50	23	N/A	N/A	10	0	0	0
<b>4</b>	105	67	0	0	16	0	0	1
<b>5</b>	61	33	0	0	13	0	0	6
<b>6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>9</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>10</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>11</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>12</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p><b>ELA</b></p>	<p>I) <u>Extended Day</u>: 1. Students who are reading below or far below grade level receive 2.5 hours of small group literacy instruction each week during the Extended Day. During this time, students are engaged in guided reading with a teacher, working with <i>Raz Kids</i> on the computer, or working at literacy workstations. 2. Most students work with teachers in small groups. However, some students with very specific needs work one-to-one with teachers. 3. Students attend Extended Day from 2:50 – 4:05 p.m. every Monday and Tuesday.</p> <p>II) <u>Great Leaps</u>: 1. Students who are struggling with fluency are being pulled out four days a week to work on the <i>Great Leaps</i> program with a City Year corps member. 2. Students work one-to-one with City Year corps members. 3. Students receiving <i>Great Leaps</i> academic intervention services meet for 5 – 10 minutes four days a week during the morning hours.</p> <p>III) <u>Reading Partners</u>: 1. Students who are struggling with either fluency or reading comprehension are being pulled out one to two times per week to work with a volunteer through the Reading Partners program. The curriculum for this program was developed in conjunction with the Stanford Department of Education. Volunteer reading tutors meet with participating students twice a week either during the regular school day or after school. Their work targets the five primary areas of balanced literacy (namely, phonemic awareness, fluency, comprehension, vocabulary, and phonics). 2. Students who participate in the <i>Reading Partners</i> program meet one-to-one with a volunteer for two 45 minute periods a week. 3. Students are pulled both during the regular school day and after regular school hours.</p> <p>IV) <u>Small-Group Pull-Out</u>: 1. General education students in the 4<sup>th</sup> and 5<sup>th</sup> grades who are “pushable” Level 2’s and “slippable” Level 3’s will be pulled out for small-group literacy instruction one period per week during the regular school day. Third grade students whose current reading levels, predictive assessments, and in-class work indicate that they are likely to achieve Level 3 or 4 on the NYS ELA assessment will also be pulled out for small-group literacy instruction one period per week during the regular school day. In addition, special education students in the 4<sup>th</sup> and 5<sup>th</sup> grades who are “pushable” Level 1’s or “slippable” Level 2’s will be pulled out for additional small-group literacy instruction one period per week during the regular school day. Similarly, third grade special education students whose current reading levels, predictive assessments, and in-class work indicate that they are likely to achieve Level 2 or above on the NYS ELA assessment will be pulled out for small-group literacy instruction one period per week during the regular school day. 2. Students and teachers will work together in small groups. Staff providing AIS services will be the science cluster teacher, the instructional coach, the SETTS teacher, and the upper grade assistant principal. 3. Students will be serviced one period per week. Many students will attend during their lunch hours so as not to interfere with regular classroom instruction.</p>

<p><b>Mathematics</b></p>	<p>I) <u>Extended Day</u>: 1. Students whose predictive and interim assessments indicate that they are able to achieve Level 3 scores on the NYS mathematics assessment will be targeted for small-group instruction during the Extended Day on Mondays and Tuesdays. 2. Students work with teachers in small groups during the Extended Day period. 3. Students attend Extended Day from 2:50 – 4:05 p.m. every Monday and Tuesday.</p> <p>II) <u>Small-Group Pull-Out</u>: 1. Beginning in January, general education students in the 4<sup>th</sup> and 5<sup>th</sup> grades who are “pushable” Level 2’s and “slippable” Level 3’s will be pulled out for small-group literacy instruction one period per week during the regular school day. Third grade students whose predictive math assessments and in-class work indicate that they are likely to achieve Level 3 or 4 on the NYS mathematics assessment will also be pulled out for small-group literacy instruction one period per week during the regular school day. In addition, special education students in the 4<sup>th</sup> and 5<sup>th</sup> grades who are “pushable” Level 1’s or “slippable” Level 2’s will be pulled out for additional small-group mathematics instruction one period per week during the regular school day. Similarly, third grade special education students whose predictive math assessments and in-class work indicate that they are likely to achieve Level 2 or above on the NYS mathematics assessment will be pulled out for small-group literacy instruction one period per week during the regular school day. 2. Students and teachers will work together in small groups. Staff providing AIS services will be the science cluster teacher, the instructional coach, the SETTS teacher, and the upper grade assistant principal. 3. Students will be serviced one period per week. Many students will attend during their lunch hours so as not to interfere with regular classroom instruction.</p>
<p><b>Science</b></p>	<p>N/A</p>
<p><b>Social Studies</b></p>	<p>N/A</p>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<p>1. Both guidance counselors discuss relevant issues with students who are at-risk emotionally and/or behaviorally. 2. Students meet with guidance counselors in both small-groups and one-to-one, depending on the student’s specific needs. 3. At-risk students are serviced by guidance counselors for one period a week during the regular school day.</p>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<p>N/A</p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p>N/A</p>

<b>At-risk Health-related Services</b>	<ol style="list-style-type: none"><li>1. The school nurse provides asthma awareness sessions for 4<sup>th</sup> and 5<sup>th</sup> graders who are challenged with asthma through the <i>Open Airway Program</i>. During the sessions, students learn about different types and proper use of asthma pumps and medication.</li><li>2. Students meet with the nurse in a small-group for five 40-minute lessons.</li><li>3. Sessions take place both during the regular school day and after school.</li></ol>
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Specific strategies that P.S. 154 is or will be using to engage parents as partners in the work that must be done to achieve the goal for our students with disabilities in grades 3, 4, and 5 of decreasing the percentage of students scoring 1 on the New York State English Language Arts assessment include:

- a) holding parent/guardian workshops that highlight success strategies for the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade New York State English Language Arts assessments;
- b) utilizing our site-based parent coordinator to teach parents how to access their children's academic information on the computer;
- c) offering parent workshops on topics related to special education from the Jewish Community Council;
- d) training parent volunteers through *Learning Leaders* to assist in classrooms, at lunch periods, and with clerical work;
- e) developing a database of parent email addresses so that we may communicate with parents more easily;
- f) developing a "Sites" page on the jdhyatt website that will allow parents to easily access classroom-specific information such as nightly homework or details about class units of study

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

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

### ***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

## **I. School Responsibilities**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 07X154

School Name: Jonathan D. Hyatt – P.S. 154

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:** Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

**Category:**  Basic  Focused  Comprehensive

**Intervention:**  School Quality Review (SQR)  External School Curriculum Audit (ESCA)  Joint Intervention Team visit (JIT)  Not Required for 2011-2012

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### Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

#### Needs Assessment

***P.S. 154 has been identified as a School In Need of Improvement Year 1 (SINI) in ELA. For two consecutive years less than 75% of our students in grades 3-5 scored proficient on the NYSTP in ELA.***

***In 2010 only 22% of our students were proficient. The grade proficiency breakdown in 2010 was as follows:***

***Grade 3 – 25%      Grade 4- 25%      Grade 5 – 19%***

***On the 2011 ELA NYSTP only 21% of our students performed at the proficient levels (3 and 4). The grade proficiency breakdown is as follows:***

***Grade 3 – 21%      Grade 4 – 33%      Grade 5 – 26%***

***In addition, the only student groups making AYP in ELA for the last two years was our Hispanic/Latino group. All other subgroups including Black/African American, SWD, LEP and Economically Disadvantaged, did not meet AYP***

***Looking specifically at the English Language Arts strands that were assessed in 2011, 64% of the current 4<sup>th</sup> graders had a Standard Performance Index (SPI) score on the 3<sup>rd</sup> grade NYS ELA assessment that was below the target range for "Information and Understanding." Similarly, 66% of the current 4<sup>th</sup> graders had an SPI score below the target range for "Literary Response and Expression," and 60% had an SPI score below the target range for "Critical Analysis and Evaluation." In addition to this standardized***

**test data, beginning-of-year DRA scores indicate that 77 out of 101 (76%) current 4<sup>th</sup> graders (former 3<sup>rd</sup> graders) were reading below grade level in September. Of this year's current third grade cohort, 44 out of 65 (68%) were reading below grade level in September.**

**In addition to this third grade data, only 26% of the school's former fifth graders (2010 – 2011 cohort) achieved Level 3 or above on the NYS ELA assessment. Of this year's current fifth graders (2011 – 2012 cohort), 57 out of 100 (57%) were reading below grade level in September.**

**Our school did not achieve AYP in ELA in 2010 – 2011 in the following categories: a) Our Safe Harbor target for our entire student population and, thus, our economically disadvantaged student population was 110. Our performance index in these categories was 102. b) Our Safe Harbor target for our Black/AA students was 108. Our Performance Index for this group was 97. c) Our Safe Harbor target for our Students With Disabilities was 88, and our performance index for this group was 56. d) Our Safe Harbor target for our students with limited English proficiency was 105, and our performance index was 79. In addition, our male students performed significantly lower than our female students in every grade.**

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

### **Plans For Improvement**

**Several measures have been put in place to increase students' literacy achievement. These include: 1) the deliberate use of data to make instructional decisions; 2) ongoing professional development in literacy from an Aussie consultant, the in-house instructional support team, and members of our Network team; 3) targeted instruction/tutoring from City Year and Reading Partners; 4) academic intervention services for non-IEP students; 5) collaborative instructional planning; and 6) frequent informal observations by administrators**

#### **1) Systematic Use of Data to Make Instructional Decisions:**

**a) Following each cycle of assessment, we are holding "Data Days." On these days, teachers work collaboratively to examine their class data (e.g., Diagnostic Reading Assessments; predictive test results; writing samples), group students appropriately, make decisions about proper teaching points, and gather resources for teaching (e.g., guided reading book sets, book club sets, workstation materials). In addition, teachers are being provided with professional development around setting appropriate reading and writing goals for students.**

**b) Our Aussie consultant, lower grade assistant principal, and upper grade instructional coach are working with teachers on goal setting, identifying appropriate teaching points, and gathering resources. To support this work, a new literacy resource room that centrally houses a variety of guided reading and book club materials was created this fall.**

**c) During the spring of 2011, our school's Assessment Team held conversations with the upper grade teachers and collaboratively decided to develop a DY0 assessment plan for the 2011 – 2012 school year.**

**d) All aspects of this action plan began being implemented at the start of the 2011 - 2012 school year. Implementation will be ongoing and consistent throughout the year.**

## **2) Targeted Instruction/Tutoring from City Year and Reading Partners**

**a) Students who are struggling with fluency are being pulled out four days a week to work on the Great Leaps program with a City Year corps member. Students who are struggling with either fluency or reading comprehension are being pulled out one to two times per week to work with a volunteer through the Reading Partners program. The curriculum for this program was developed in conjunction with the Stanford Department of Education. Volunteer reading tutors meet with participating students twice a week either during the regular school day or after school. Their work targets the five primary areas of balanced literacy (phonemic awareness, fluency, comprehension, vocabulary, and phonics).**

**b) City Year corps members, a site coordinator for Reading Partners, and qualified volunteers who read with students for 1 hour per week are used for these initiatives.**

**c) Student participants in the Reading Partners program are assessed three times a year using the Rigby reading assessment.**

**d) Both City Year and Reading Partners began their work with students at the beginning of October. Their work will continue for the duration of the school year.**

## **3) Targeted Academic Intervention Services (AIS)**

**a) Students who are reading below or far below grade level receive 2.5 hours of small group literacy instruction each week during the Extended Day. During this time, students are engaged in guided reading with a teacher, working with Raz Kids on the computer, or working at literacy workstations. Additionally, general education students who are "pushable" Level 2's and "slippable" Level 3's will be pulled out for small-group literacy instruction one period per week during the regular school day. Lastly, special education students who are "pushable" Level 1's or "slippable" Level 2's will be pulled out for additional small-group literacy instruction one period per week during the regular school day. Both of these pull-out programs will begin in December.**

**b) All classroom and out-of-classroom teachers are instructing small groups of students during the extended day periods on Mondays and Tuesdays. The science cluster teacher, IEP teacher, assistant principals, and instructional coach are providing small group instruction during the school day.**

**c) Diagnostic Reading Assessments (DRA's) are conducted three times a year by all K - 5 classroom teachers. In addition, guided reading notes are utilized two times a year to determine updated reading levels. All data is housed on a shared Google document to which all teachers have access. Predictive Kaplan assessments are also given twice a year to students in grades 3, 4, and 5 to assess current comprehension skill sets.**

**d) Extended Day began the second week of the school year. Students are constantly phased in and out of Extended Day based upon current data. Similarly, in-school AIS groups evolve according to current data.**

#### **4) Collaborative Instructional Planning**

**a) All classroom teachers teaching Kindergarten through fifth grade have at least two common grade level preparation periods per week. Many grades have four or five common planning periods per week. During at least two of these periods per month, teachers are meeting in grade-level teams with a member of the instructional support team (either the K - 2 assistant principal or 3 – 5 instructional coach) to collaboratively plan integrated units of study that are aligned to the Common Core Learning Standards and utilize performance-based assessments. In many cases, out-of-classroom service providers, like the ESL teacher, are collaboratively planning with classroom teachers and directly co-teaching units of study.**

**b) All classroom teachers, many out-of-classroom service providers and specialty teachers, and the instructional support team are involved in this collaborative planning.**

### **Part B: For Title I SINI Schools Only**

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

**a) The Aussie Consultant is providing ongoing (15 sessions throughout the school year) literacy professional development to increase teachers' capacities to analyze data, develop instructional goals, and effectively run guided reading and guided writing groups as well as literacy workstations. She is also facilitating lab sites in teachers' classrooms. Before these lab sites begin, the Aussie consultant models the instructional strategy. On subsequent days, teachers have opportunities to model guided reading, workstations, and guided writing. Each lab site concludes with a feedback session amongst the teachers, Aussie consultant, and members of the instructional support team.**

***Our in-house instructional support team (K – 2 assistant principal and 3 – 5 instructional coach) are working consistently with teachers to demonstrate particular teaching strategies, co-teach, and collaboratively plan instruction. In addition, after school professional development workshops are offered every week on either Wednesday, Thursday, or Friday. Topics include: aligning instruction to the Common Core Learning Standards, using technology effectively in the classroom, instructional strategies for ELL’s and special needs students, and data analysis and responsive planning.***

***Members of our Network team are providing professional development to teachers on the effective use of Thinking Maps, the Universal Design for Learning theory of action, effective social studies instruction (History Through Harmony).***

***b) The staff or other individuals utilized to provide this professional development are one Aussie literacy consultant, our K – 2 assistant principal, our 3 – 5 instructional coach, and members of our Network team.***

***c) Teachers are asked to provide the instructional support team feedback on the quality and effectiveness of the professional development that is offered. This is done using Survey Monkey surveys.***

***d) Professional development for this school year began over the summer with workshops that introduced teachers to and involved teachers in analyzing the Common Core Learning Standards. A professional development calendar was developed for the entirety of the regular school year. Its offerings include all that is noted above. Additionally, teachers who attend outside professional development are turnkeying best practices that they have learned (e.g., Creating CCLS Performance Tasks, a workshop offered by the Network team).***

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Christopher. Groll</b>	District <b>07</b>	Borough <b>Bronx</b>	School Number <b>154</b>
School Name <b>Jonathan D. Hyatt</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Ms.Elliott</b>	Assistant Principal <b>Ms.Clasp</b>
Coach <b>Ms.Coviello</b>	Coach
ESL Teacher <b>Ms. Greene</b>	Guidance Counselor <b>Ms. Gross</b>
Teacher/Subject Area <b>Mr.Fernandez</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Ms. Brown</b>
Related Service Provider <b>Ms. Garcia</b>	Other <b>Ms. Santa-Rivera</b>
Network Leader <b>Varleton McDonald</b>	Other

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>3</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>545</b>	Total Number of ELLs	<b>77</b>	ELLs as share of total student population (%)	<b>14.13%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. Students who are new admissions to P.S. 154 receive a Home Language Identification Survey (HLIS) in kindergarten through fifth grade. As the admission paperwork is processed, (HLIS) interviews are conducted by a faculty member with ESL and/or bilingual certification. Ms. Greene who has an ESL license and Ms. Santa-Rivera who has a bilinugal license are available to adminster the HLIS. Both teachers speak Spanish and are currently working with the ELL population. If the parents' 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 native and English languages to determine proficiency (conducted by appropriately certified faculty.) If a student does speak another language other than English, the child is then administered the LAB-R in English. Mrs. Greene or Mrs. Santa-Rivera administer the LAB-R and Spanish LAB. 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. In order to ensure that this process is completed within the mandated 10 day, weekly reports are run using ATS (RADP/RLER). Ms. Coviello, the test coodinator also receives reminders from ATS of new admits. Ms. Greene, Ms. Santa-Rivera , and MsCoviello work closely together to make sure all eligible students are tested with the LAB-R/Spanish LAB. Additionally, the school administers the NYSESLAT to all students who are currently entitled and receiving ESL services. The following reports are generated in ATS determine the students that will take the NYSESLAT: RLER, RLAT, RNMR. The ESL teachers, Ms. Greene and Ms. Santa - Rivera work along with the testing coordinator to administer the NYSESLAT. A testing memo is developed that outlines the dates and staff that will assist in the proctoring the test. The speaking test is given individual by Ms. Green and Ms. Santa-Rivera. The subsequent listening, reading and writing test are administered in two cycles. First, we test the general edcuation students. Then we administer the test to the speacial education students. Days are allotted for makeups to ensure that all students have the opportunity to complete all four sections of the test. These scores determine whether or not students will continue to be entitled to ESL services.

2. We conduct an orientation with all parents of English Language Learners. Reminders are sent a week before to ensure the maximum attendance in English and Spanish. During this meeting, Ms. Greene or the other ESL teacher explains their program options and show them the video provided by the Department of Education for English Language learners. Parents are asked to fill out the program selection form at the end of the meeting. The meeting is conducted in English and Spanish. If parents are unable to attend, we schedule a meeting to go over the process individually. If, in the event that a parent fails to attend this meeting, the default preference of Transitional Bilingual Education is chosen as the program option. During the spring, ELLs are administered the NYSESLAT to determine their progress in the English language.

3. In addition to the orientation for new parents, we conduct an ELL workshop for the parent's of continuing students. During this meeting, parents are given the continuing letters and fill out a tear-off that shows they have received this important information. We also send these letters home with the tear-off. Any parents that is not available to attend the meeting are sent the entitlement letter. Also, we use the parent-teachers conference as another opportunity to make the parents aware of their child's continued entitlement. We make a diligent effort to collect all tear-offs from each of our ELL students. We maintain a file of all selection forms, entitlement letters, and placement letters. The assistant principal that supervises the ELL program has a binder that houses these documents. In addition, the ESL teacher has copies of the entitlement letters, placement letters and selections forms. Copies of the selection form are also placed in the student's cumulative folder.

4. Based on the HLIS and LAB-R cut score students are placed in the ESL instructional program. Letters are sent to the parents regarding placement in English and Spanish. Those parents who have another preference are communicated with directly in person or via telephone and in written form. These parents are provided with a letter that directs them to the Integrated Service Center to further explore their program choice. We continue to follow up with parents to make sure that they get the assistance needed to find a school that provides their preferred language program. We maintain a file of all selection forms, entitlement letters, and placement letters. The assistant principal that supervises the ELL program has a binder that houses these documents. In addition, the ESL teacher has copies of the entitlement letters, placement letters and selections forms. Copies of the selection form are also placed in the student's cumulative folder.

5. After reviewing the program selection forms and parent surveys, we have noticed that the majority of our parents select English as a Second Language. Last year, eight (8) forms indicated a TBE preference, five (5) for Dual Language, and sixteen (16) for ESL. This year, two (2) forms indicated a TBE preference, zero (0) for Dual Language, and ten (10) for ESL.

6. As it stands, the school is meeting the needs of the preferred program selection. For both TBE and dual language options, the numbers do not exist to necessitate the creation of either program. However, we will send a letter in English and Spanish to all parents that indicated TBE/DL on their selection when we have sufficient numbers in two contiguous grades. In the event that this trend changes, the school will take appropriate measures to accommodate these students.

## 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\*

#### This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	3	3	3	3	3	3								18
<b>Total</b>	3	3	3	3	3	3	0	0	0	0	0	0	0	18

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	77	Newcomers (ELLs receiving service 0-3 years)	42	Special Education	16
SIFE	0	ELLs receiving service 4-6 years	27	Long-Term (completed 6 years)	1

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	42	0	5	27	0	11	1			70
<b>Total</b>	<b>42</b>	<b>0</b>	<b>5</b>	<b>27</b>	<b>0</b>	<b>11</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>70</b>

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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

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

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

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

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): \_\_\_\_\_ Number of third language speakers: \_\_\_\_\_

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

**Freestanding English as a Second Language**

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

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Spanish	5	6	15	7	19	13								65
Chinese														0
Russian														0
Bengali				1										1
Urdu														0
Arabic					1	1								2
Haitian														0
French														0
Korean														0
Punjabi														0

## 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
Polish														0
Albanian														0
Other		2	1		4	2								9
<b>TOTAL</b>	<b>5</b>	<b>8</b>	<b>16</b>	<b>8</b>	<b>24</b>	<b>16</b>	<b>0</b>	<b>77</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. The majority of our ELL population receive instruction through a push-in model. A small number of students are pulled out for English as a Second Language services. ESL instructional minutes are delivered in small group settings for the pull out model. The ELLs are using the Spotlight on English program which is content based in order to improve language development. Students are placed in heterogeneous groupings and grouped according to their respective grade.

2. During the reorganization process for the upcoming year, classes were designed in order to ensure that mandated ESL units would be delivered in an efficient manner. The ESL teachers schedule their session based on the CR Part 154 unit requirements for each students according to their proficiency level. Beginning and intermediate students receive 360 minutes per week of ESL instruction using the push-in and pull-out model in kindergarten through fifth grade. Advance students received 180 minutes of ESL instruction with the push-in/pull-out model in kindergarten through fifth grade. They receive ELA instruction from a licensed common branch teacher using Good Habits Great Readers. The ELA instruction is imparted using the Teacher's College model. The ELA block generally is schedule during the first two periods of the day. They ELLs in grades K-3 use Literacy by Design during literacy instruction.

3. Students receive science with a specialist at an age and grade appropriate level outside of the general classroom. ELLs in the lower grades are provided with social studies instruction outside of the classroom. The other content areas are provided by the common branch teacher. In order to make the content accessible to ELL students the ESL and common branch teachers provide students with hands-on

## A. Programming and Scheduling Information

experience, audio and visual supplements, realia, illustrations, and graphic organizers. During pull-out ESL session, students are engaged in content area learning through the use of Santillana Spotlight on English. The ESL teacher preteaches and reviews content area subjects within a small group setting. Teachers are trained to differentiate instructions for ELLs and scaffold their learning of the content area. Students participate in QTEL activities such as novel ideas only, anticipatory guides, double entry journals and collaborative posters with the ESL teachers. The language of instruction for students in the content areas is English.

4. Spanish speaking students are administered the Spanish LAB to evaluate their native language proficiency. We use the parents as a resource to gauge native language proficiency all other languages. Additional support is provided students in their native language through library books in their native language and bilingual dictionaries in the content area.

5. For the first year, our school has a SIFE students that recently transferred. This student is included in the new early morning literacy program along with our newcomers.

5b. Newcomer ELLs receive instruction that is targeted toward students meeting New York State Common Core standards, which includes but is not limited to the English Language Arts examination. Instruction is targeted toward Common Core standards using the push-in model during the literacy block. Newcomers are provided phonics instruction and direct grammar instruction to differentiate for their specific needs. Assignments are modified to meet their current level of performance. For example, students are able to use drawings with captions, thinking maps, and participate in guided reading groups. This model allows us to effectively use ESL methodologies to make ELA content accessible for students. In addition, we are using Santillana's Spotlight on English series which is geared towards acquiring English language proficiency. This proficiency aligns with the NYSESLAT assessment in the spring.

5c. The plan for 4-6 year ELLs is similar to 0-3 year ELLs. The largest distinction with these students, however, is that we have a greater ability to diagnose weaknesses, given that there is a greater body of data from which to draw conclusions regarding proficiency. Because of this, we can offer these students opportunities for enrichment and/or recommend appropriate intervention strategies.

5d. Currently, we have one long-term ELL, which transferred in to our school this year. We are providing this student with push-in services during the literacy block as well as in content areas. In addition, this student is offered enrichment activities during extended day.

6. Teachers of ELLs and SWD use a variety of instructional strategies to provide access to academic content and accelerate English language development. Teachers pre-teach vocabulary, form non-fiction guided reading groups, create content based learning projects-based, and use content based videos. Grade level material includes: Harcourt Science, Everyday Mathematics, Superkids, Literacy by Design, Good Habits Great Readers, and Social Studies instruction is provided through read aloud literature aligned with the New York State scope and sequence.

7. We recognize that ELLs and SWD progress at different rates along a learning continuum. To meet this need we make arrangements for students to participate in flexible scheduling. For example, an ELL or SWD who is strong in math may receive math instruction with the high achieving class. Every effort is made to customize the instruction to make it accessible to these student populations. Small group and individualize instruction is offered and the content is differentiated to meet the students current level of performance. The assistant principal, Ms. Clasp ensure that ELL and SWD receive all their mandated services. In addition, the IEP teacher, Ms. Garcia provides a list of mandated students to all service providers. If an ELL or SWD has an IEP that mandates bilingual instruction, first we attempt to satisfy this need through the Intergrated Service Center. If placement is not available, we then provide an alternate placement with bilingual support within our school. This may take the form of a bilingual paraprofessional.

### Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

**Class/Content Area**

**Language(s) of Instruction**

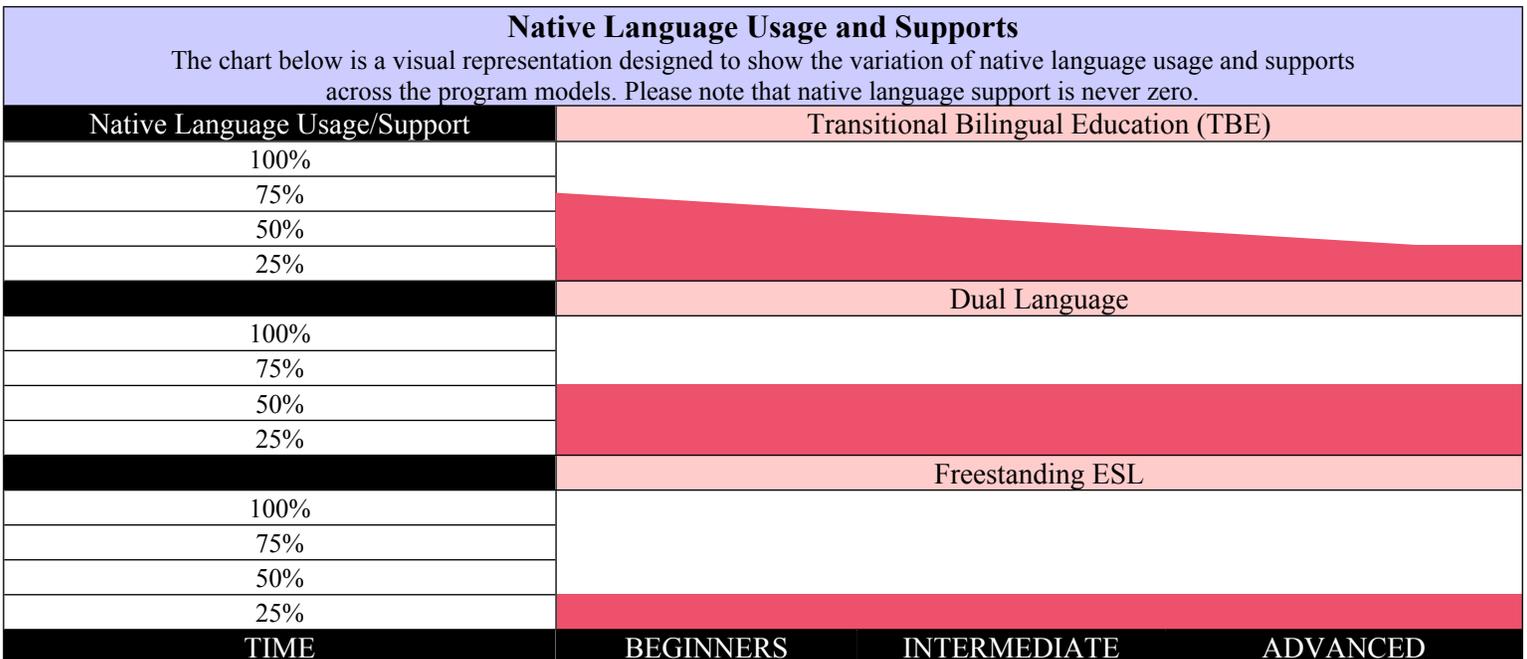
**Class/Content Area**

**Language(s) of Instruction**

Native Language Arts	
Social Studies:	
Math:	
Science:	


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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

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

8. 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. Currently, we use the RTI model as our targeted intervention. Classroom teachers provide Tier I intervention within the classroom. Out of classroom support staff provide Tier II in small groups. Our child study teams also targets at-risk students including ELLs with customized interventions. Students receive ELA intervention through the Great Leaps program and Foundations. In addition, ELLs received targeted ELA instruction through Reading Partners in literacy. In the area of math students receive one-on-one instruction with City Year personnel customized to their individual needs. Students are identified for these programs based on the state ELA and math scores for the upper grades and the DRA for the lower grades. The language of instruction is in English. A number of staff members are bilingual and are used as resources.

9. Students who reach proficiency continue to receive testing accommodations as outlined by New York State. Students are given longer test time, separate location, use of bilingual glossaries, translated exams when available, and when unavailable a translator is arranged. Proficient ELLs continued to be monitored by the ESL instructor through conferencing with classroom teachers. On a case by case basis student continue to receive ESL instruction in an effort to offer continued support for ELLs who reach proficiency.

10. The staff and faculty have designed an enrichment program that is held after school for advanced ELLs. The program focus is based on performing research investigations on a variety of topics. Students learn how to gather research from a variety of sources, use the writing process, and make presentations on a given topic. After reviewing the common core standards for English Language Arts, developing research skills across content area is one of the overall focuses. We address this through this initiative by conducting research project within different content areas. This year we are offering newcomers supplemental literacy support prior to the school day on Monday through Thursday with the focus on phonemic awareness.

11. The Growing Kids Project was discontinued due to a lack of funding.

12. In addition, ELL students have the opportunity to participate in the following after-school programs: City-Year, Reading Partners and YMCA. To ensure equal access to all school programs applications are sent to all students. Additionally, letters are sent to all students in English and Spanish regarding programs available at our school. Our English Language learners are fully integrated in all our school programs. We work closely with the parent teacher association and the parent coordinator to maintain open communication with our ELLs parents so they are aware of program offerings. These programs are funded through their individual organizations. Bilingual staff is available to assist parents who speak another language other than English.

13. Currently, we are using a variety of programs to address English Language Development. In our push-in/pull-out program the kindergarten through third grade students use Literacy by Design. The fourth and fifth grade students use Good Habits Great Readers. We are using the Spotlight on English program published by Santillana, which is specifically designed for ELLs to support language development in our pull-out program. One grade in kindergarten through second grade is piloting the SuperKids program. Newcomers are provided literacy instruction through Literacy by Design. Special Education, ELLs that has received four through six years of service and long-term ELLs use Good Habits Great Readers. These programs have ELL and SWD components which allow the teacher to customize instruction. Teachers use Smart Board technology to develop interactive lessons that engage students in a variety of activities to improve, listening, speaking, reading and writing. Additionally, the fourth grade and fifth grade houses have access to laptop as an aide in project based learning. We expose our students to the format of the NYSESLAT throughout the school year using NYSESLAT published by

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14./15 Native language support is provided through the classroom libraries where a selection of Spanish language books that are age and

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## E. Parental Involvement

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

1. 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. Parents are invited to city sponsored ELL conferences and accompanied by the parent coordinator. 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. Classroom teacher and ESL teachers are in constant contact with parents regarding their child's progress

2. 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.

3. Parents' needs are evaluated on a case by case basis by the parent coordinator. Ms. Brown also provides surveys for the parents at workshops and other events to assess their needs. The parent coordinator makes the surveys available in Spanish and English. The principal also make a special effort to have all parents complete the DOE school parent survey. The school environment team meets to discuss the finding and make necessary adjustments. Regarding translation, we use the parents as a resource especially for the African dialects, Bangali and Arabic.

4. 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. We have provided workshops to the parents on health issues, such as asthma using the local hospital Bronx Lebanon as a resource. Activities also include parenting workshop with our Birth-8 program. ELL parents are also invited to UFT events and DOE workshops on school selection. We also have a Cookshop for families, where parents learn healthy eating habits and recipes to try at home. Again, translation services are provided by bilingual staff or parents from our school community. All parents are encourage to get involved in fundraising activities through the PTA.

## 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)?

## D. Professional Development and Support for School Staff

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

1. ESL teachers are regularly sent to professional development throughout the year. The ESL teachers share the information received by providing professional development for all staff including, assistant principals, subject area teachers, paraprofessionals, bilingual teachers, guidance counselors, special education teachers, psychologist, speech therapist, parent coordinators, etc. that work with ELL students at our school. This training is provided during our professional development days. Additionally, the ESL teachers provide ELL strategies during grade meetings where content area teachers are present.

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2. The administration and guidance counselors regularly meet with teachers to discuss the progress the ELLs. The guidance counselors see several of our ELLs student at risk. The guidance counselors participate in workshops related to the needs of the ELLs throughout the year. 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. Students participate in site visits to a variety of local Elementary schools. The guidance counselor updates students and parents on middle school open house events and other activities.

3. All teachers are involved in professional development activities which include professional planning periods, weekly grade meetings, and monthly faculty meetings. Sign in sheets are maintained as a record of attendance at these meetings. Topics such as analyzing data, scaffolding, differentiation, common core standards, thinking maps, are discussed at these meetings. The ESL teacher also provides professional development to staff at the grade level on ELL strategies. ESL teachers are involved in these planning sessions to meet the needs of the ELL population. In this way, we are able to meet the required 7.5 hours of ELL training.

## E. Parental Involvement

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

1. 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. Parents are invited to city sponsored ELL conferences and accompanied by the parent coordinator. 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. Classroom teacher and ESL teachers are in constant contact with parents regarding their child's progress.

2. 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.

3. Parents' needs are evaluated on a case by case basis by the parent coordinator. Ms. Brown also provides surveys for the parents at workshops and other events to assess their needs. The parent coordinator makes the surveys available in Spanish and English. The principal also makes a special effort to have all parents complete the DOE school parent survey. The school environment team meets to discuss the findings and make necessary adjustments. Regarding translation, we use the parents as a resource especially for the African dialects, Bangali and Arabic.

4. 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. We have provided workshops to the parents on health issues, such as asthma using the local hospital Bronx Lebanon as a resource. Activities also include parenting workshop with our Birth-8 program. ELL parents are also invited to UFT events and DOE workshops on school selection. We also have a Cookshop for families, where parents learn healthy eating habits and recipes to try at home. Again, translation services are provided by bilingual staff or parents from our school community. All parents are encouraged to get involved in fundraising activities through the PTA.

## E. Parental Involvement

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

1. 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. Parents are invited to city sponsored ELL conferences and accompanied by the parent coordinator. 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. Classroom teacher and ESL teachers are in constant contact with parents regarding their child's progress

2. 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.

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## Part V: Assessment Analysis

### 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.

1. Our school employs several assessments to measure early language literacy. These assessments include the ECLAS-2, Fountas and Pinnell, DRA, and TCRWP. We also use the NYSESLAT and LAB-R. Additionally, we use the results of the ELL Periodic Assessments to evaluate the success of our programs for ELLs.

## Additional Information

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

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	6	4	3	3	2								21
Intermediate(I)		2	5	5	6	5								23
Advanced (A)	2		4	1	13	6								26
Total	5	8	13	9	22	13	0	0	0	0	0	0	0	70

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	8	10	1		19
5	7	5	2		14

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
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	5		15		3				23
5	4		8		3				15
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	4		3		7		1		15
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

- Our school employs several assessments to measure early language literacy. These assessments include the ECLAS-2, Fountas and Pinnell, the DRA, and assessments built into SuperKids, a new addition to the literacy curriculum for Kindergarten through the 2nd grade. These assessments allow faculty to appropriately differentiate instruction as they apply to literacy as well as the gamut of language proficiency for ELLs. After analyzing the data we have identified fluency, phonemic awareness, and phonology as need areas. We will differentiate instruction using content, process and product. For example use of Smartboards and videos to transfer content.
- This year, we had 16 newly enrolled students that were eligible for the LAB-R based on the HLIS and interview process. 1 student based on the interview was determined not be limited English proficient. 6 students tested proficient on the LAB-R. 6 students tested beginner and 3 students tested advance. We have noticed that are kindergarten students who have not recently moved to the United States test at the advance level on the LAB-R. However, the newcomers across grade levels generally test at the beginner/intermediate level on the LAB-R.
- After review of the NYSESLAT we have noticed several patterns. 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 in order to increase the number of students that test as proficient. The grades where students generally test proficient are evenly dispersed.
- In first grade, the levels of proficiency precisely one level lower in reading and writing. In the second grade, while there is a bit of a concentration of reading and writing at the intermediate level, the proficiency doesn't markedly point to a particular modality. Grades three

## 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.

## Part VI: LAP Assurances

<b>School Name: Jonathan D. Hyatt</b>		<b>School DBN: 07X154</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Elliott	Principal		
Ms. Clasp	Assistant Principal		
Ms. Brown	Parent Coordinator		
Ms. Greene	ESL Teacher		
	Parent		
Mr. Fernandez	Teacher/Subject Area		
	Teacher/Subject Area		
Ms. Coviello	Coach		
	Coach		
Ms. Gross	Guidance Counselor		
	Network Leader		
Ms. Santa-Rivera	Other <u>ESL</u>		
	Other		
	Other		

**School Name: Jonathan D. Hyatt**

**School DBN: 07X154**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 07X154      **School Name:** Jonathan D. Hyatt Elementary School

**Cluster:** 407      **Network:** Maverick

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

**Part A: Needs Assessment Findings**

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

The home language identification survey is used to identify the language preference of our parents. Included in this survey the following questions are included in the survey: In what language would you like to receive written information from the school? In what language would you prefer to communicate orally with school staff? We also use the parent survey to assess the written translation and oral interpretation. Based on the information that is captured by these two tools, we assess the language needs of our parents. Its vital that parents are aware of all the programs and services offered in our school.

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.

Our schools written translation and oral interpretation needs are spanish, african dialects, arabic and bengali. The findings were reported to the community through an orientation. The teachers become aware through the home language survey which is inserted in to each cumulative record. The LAP team is made aware of the languages in our school building and they report back to their subgroups. Finally, through our CEP which everyone has access the community can see our schools language needs.

## Part B: Strategies and Activities

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

For written translation services the school will use our bilingual staff and parents. By doing this in house we are ensuring that all documents are translated in a timely manner.

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.

For the oral interpretation services we use our bilingual staff and parents primarily for spanish speaking/african families. However, we use the department of education translation services for bengali and arabic.

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>.

The parents receive the parent bill of rights and responsibilities from the parent coordinator in their native language. The parents also receive the ELL parent brochure, parent survey and selection form and all notification letters in their native language. We use the DOE website for written translation in arabic, bengali and spanish. Any notices regarding upcoming events and program offerings are translated in the parents native language.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Jonathan D. Hyatt Elementary	DBN: 07X154
Cluster Leader: Christopher Groll	Network Leader: Varleton McDonald
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 77 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Increase phonemic awareness for our newcomers. We are targeting the testing grades 3rd through 5th grade students. The schedule is Monday through Thursday from 7:45am-8:30am. The program started in early November and will go through April 2012. The students are instructed in English and there is one certified ESL teacher. The ESL teacher is using Wilson Language Basics Foundations. The administration is looking into purchasing Achieve 3000 for an afterschool or Saturday Program for the ELL's.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: We are going to have a representative come into the school to provide professional development on Foundations Wilson Language Basics Program. We plan to expand the program to additional staff. In addition to this we use the grade level meetings, whole staff meetings to provide support to teachers who instruct ELL students. The topics covered include use of graphic organizers, differentiated instruction, guided reading and individual conferencing with students. The ESL teacher, classroom teachers, Aussie Consultant and administration provide these professional development opportunities.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: The parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs are the Cookshop Program, Partnership with Mercy Center and the Bronx Resource Center. In an effort to meet the needs of our ELLs we are providing Cookshop lessons to parents on healthy eating habits in connection with the food bank for New York City. The program will begin in January 2012 for a period of four months. They will meet every Wednesday at 11:00a.m. in the

**Part D: Parental Engagement Activities**

parent room. Ms. Michele Brown-Parent Coordinator and Ms. Jennifer Diallo- Parent Learning Leader will be spearheading this initiative. Parents will be notified through a letter that will go home with students in english and spanish. Ms. Brown will also send out an audio recording through our phone system. The Mercy Center provides ESL and immigrant services to the parents in the community and the whole idea is strengthening literacy skills of our parents to better assist their children at home. The Bronx Resource Center Provides assistance to the ELL parents of students who have IEP's..

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	\$8,457	
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	\$0	
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$2,743	
Educational Software (Object Code 199)	\$0	
Travel	\$0	
Other		
<b>TOTAL</b>	<b>\$11,200</b>	