



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: JONATHAN D. HYATT ELEMENTARY SCHOOL

DBN (i.e. 01M001): 07X154

Principal: ALISON COVIELLO

Principal Email: ACOVIELLO@SCHOOLS.NYC.GOV

Superintendent: YOLANDA TORRES

Network Leader: LUCIUS YOUNG

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Alison Coviello	*Principal or Designee	
Denise Green	*UFT Chapter Leader or Designee	
Victoria Wailes	*PA/PTA President or Designated Co-President	
Sonia Martinez	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Denise Cheng	CBO Representative, if applicable	
Gladys Maldonado	Member/ Parent	
Alberto Mateo	Member/ Parent	
Diana Rosario	Member/ Parent	
Nelly Vega	Member/ Parent	
Carrie Callender	Member/ Teacher	
Alexis Garcia	Member/ Teacher	
Zuleika Maldonado	Member/ Teacher	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 07X154

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	449	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	14	# Integrated Collaborative Teaching	9
Types and Number of Special Classes (2013-14)					
# Visual Arts	22	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	6	# CTE	N/A
School Composition (2012-13)					
% Title I Population	86.7%	% Attendance Rate			91.2%
% Free Lunch	92.4%	% Reduced Lunch			4.2%
% Limited English Proficient	14.2%	% Students with Disabilities			16.7%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	3.0%	% Black or African American			34.3%
% Hispanic or Latino	60.0%	% Asian or Native Hawaiian/Pacific Islander			0.8%
% White	1.9%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	0.5	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			7.0%
% Teaching with Fewer Than 3 Years of Experience	14.0%	Average Teacher Absences			9.1
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	4.9%	Mathematics Performance at levels 3 & 4			2.8%
Science Performance at levels 3 & 4 (4th Grade)	63.4%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	No		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
Our 2012 – 2013 SCEP articulated goals that targeted our professional development, safety, and systems needs. It emphasized our immediate need for safety and built upon this with goals for teacher development and collaboration.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Goals 2, 3, and 4 were very similar. The targets for achievement were somewhat vague. It was difficult to measure improvement to teacher practice quantitatively. This year's ADVANCE system will make it easier to track teacher improvement in any given area of practice over time. Ultimately, we will be able to track the areas of need and improvement for our teachers as a whole and individually.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
In some cases, it was difficult to align each goal to just one major recommendation from the SQR given that so many different, though often related, recommendations were made in the SQR.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Goal #1: We implemented a comprehensive professional development plan and more than 90% of staff participated. Observations of teacher practice demonstrated that 75% of the staff improved their practice. While student progress in ELA was substantial, student progress in mathematics (as demonstrated by the NYS ELA and mathematics assessments) did not increase by a scale score of one year for at least 50% of all students.			
Goal #2: All strategies and activities were implemented. Teacher observations indicate increased use of explicit modeling by all teachers, including those of English Language Learners and students with disabilities.			
Goal #3: All strategies and activities were implemented. Improvement in co-teaching was demonstrated in observations of co-teaching classrooms.			
Goal #4: All strategies and activities were implemented and on the 2012 – 2013 School Survey, the number of teachers who responded with "Agree" or "Strongly Agree" to the statement, "I can get the help I need to address student behavior issues" increased by 45%. Our goal was for these responses to increase by 25%. We far exceeded this goal.			
Goal #5: All strategies and activities were implemented. However, the question, "How satisfied are you with your opportunities to be involved in your child's education?" did not appear on the 2013 – 2014 School Survey and, therefore, was not measured.			
Were all the goals within your school's 12-13 SCEP accomplished?			Yes X No
If all the goals were not accomplished, provide an explanation.			
Goal #1: We implemented a comprehensive professional development plan and more than 90% of staff participated. Observations of teacher practice demonstrated that 75% of the staff improved their practice. While student progress in ELA was substantial, student progress in mathematics (as demonstrated by the NYS ELA and mathematics assessments) did not increase by a scale score of one year for at least 50% of all students.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?			Yes X No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Barriers and challenges as we work to implement the strategies listed in the pages below may include: (a) difficulty giving enough targeted and timely feedback to teachers; (b) developing teachers' understanding of content and data-based work well enough (in such a short period of time) for them to implement strategies productively (as opposed to			

just for compliance purposes); (c) providing sufficient, ongoing professional development, yet limiting the amount of time that the teachers are away from their classes as a result; and (d) recruiting the highest quality teachers for before and after school clubs and Saturday and vacation academies.

List the 13-14 student academic achievement targets for the identified sub-groups.

- an increase from 2.9% proficiency on the 2013 NYS ELA assessment to 15% proficiency in 2014
- an increase from 1.2% proficiency on the 2013 NYS mathematics assessment to 15% proficiency in 2014
- a 15% increase in the number of all students in K – 5th grade who are reading on grade-level between September 2013 and June 2014 (as measured by the Diagnostic Reading Assessment (DRA2))
- a 5% increase in the number of English Language Learners in the 1st – 5th grades who are reading on grade level between September 2013 and June 2014(as measured by the Diagnostic Reading Assessment (DRA2))
- a 5% increase in the number of students with disabilities in the 1st – 5th grades who are reading on grade level between September 2013 and June 2014 (as measured by the Diagnostic Reading Assessment (DRA2))

Describe how the school leader(s) will communicate with school staff and the community.

The principal communicates to all staff on a weekly basis via the “Weekly Announcements.” These are sent out via email on Sundays and posted in the main office on Monday mornings. Email is utilized daily to communicate with both staff and families.

The principal writes a monthly newsletter to families and holds monthly Principal’s Breakfasts with families.

Weekly meetings are held by all administrators with grade and content area teams. Monthly staff meetings are held.

Describe your theory of action at the core of your school’s SCEP.

Collectively, our staff believes that our primary academic charge this school year is to bring students up to grade level reading standards so that they may fully engage in rigorous intellectual tasks across all content areas and be prepared to participate meaningfully in college and careers. We believe that increasing students’ reading achievement occurs through the utilization of relevant assessments, purposeful data analysis, data-based planning, and consistently differentiated instruction for individuals and small groups. Instructionally, we believe that skills and strategies must be modeled; instructions must be clear and explicit; more time must be devoted to student “doing” and less time spent on teacher talk; and strategies must be utilized to engage all learners, regardless of their present level of performance, in accessible, meaningful, and appropriately rigorous academic work.

As an administrative team, we believe that through (a) professional development that specifically targets data analysis, planning, and instructional strategies and alters methods, approaches, and content based on individual teacher strengths and content-area or pedagogical gaps; (b) teacher collaboration and inquiry; and (c) consistent cycles of observation and feedback focused on relevant instructional strategies, instruction will improve across the school

Describe the strategy for executing your theory of action in your school’s SCEP.

We have developed a comprehensive and individualized system of professional development for teachers and other staff. We are implementing a system of observation and feedback. We have improved and sharpened both our systems for inquiry and collaboration and the quality of work that occurs.

List the key elements and other unique characteristics of your school’s SCEP.

Our focus on targeting students’ individual needs and strengths is the key thread throughout all that we do this year. Starting with looking at student work during weekly Data Analysis meetings, examining our practices during bimonthly Pedagogy Focus meetings, and planning collaboratively on a weekly basis, we are working hard to identify student needs and strengths and then target them efficiently and cohesively. Individual student needs and strengths are targeted during daily small group work (utilizing all human resources including paraprofessionals, City Year staff members, and Y School staff) as well as before and after school clubs, Saturday Learning Academy, and vacation academies.

Provide evidence of your school’s capacity to effectively oversee and manage the improvement plan.

Our administrative team, SLT, and instructional leads team will consider our progress towards all five SCEP goals three times during the school year: January, March, and June. We will conduct an internal audit of: (a) whether or not we are fully implementing the strategies and activities we set out to implement, (b) whether we are collecting adequate data to assess our progress towards each goal, and (c) whether the collected data demonstrates sufficient progress towards our goals.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Revisit the school-wide set of beliefs about how students learn best in order to support all learners through multiple entry points for increased student thinking and participation.

Review Type:	Quality Review	Year:	2012 - 2013	Page Number:	5	HEDI Rating:	Developing
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	2.2 School leader’s vision	2.3 Systems and structures for school development
	2.4 School leader’s use of resources	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

During the 2013 – 2014 school year, P.S. 154 will implement a comprehensive, cohesive, and differentiated professional development plan and consistent cycles of observation and feedback. At least 90% of P.S. 154 staff will participate in professional development that is aligned to a set of beliefs about how students learn best and tailored to improve individual teachers’ pedagogy and 100% of teachers will receive regular observation-based feedback. In response to this professional development and observation feedback, at least 75% of teacher observations will reflect improved pedagogical practice between October 2013 and May 2014. Ultimately, observations and feedback to teachers will result in increased student progress and set forth in the student outcome goals listed in the SCEP Overview.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

Vision and Beliefs

- Our staff’s shared vision for the 2013 – 2014 school year remains the same as that which we began working towards during the 2012 – 2013 school year: “P.S. 154 is a community of caring adults and children. We aspire to develop a joyful, safe, and academically challenging school where learning occurs through meaningful experiences and students are encouraged to be creative, thoughtful, critical, and independent. We seek a community where collaboration, honesty, cohesiveness, and optimism abound, high expectations are maintained by and for all, and new challenges are faced with grace.”
- Our school mission statement, developed for the 2013 – 2014 school year is: “P.S. 154 is a **C**aring, **A**ccountable, **R**eady-to-Learn environment that is **S**afe for all. Here, students gain the academic, social, and emotional foundations they will need to be highly successful in high school, college, and careers so that, ultimately, they may positively impact their communities.”
- Collectively, our staff believes that our primary academic charge this school year is to bring students up to grade level reading standards so that they may fully engage in rigorous intellectual tasks across all content areas and be prepared to participate meaningfully in college and careers. We believe that increasing students’ reading achievement occurs through the utilization of relevant assessments, purposeful data analysis, data-based planning, and consistently differentiated instruction for individuals and small groups. Instructionally, we believe that skills and strategies must be modeled; instructions must be clear and explicit; more time must be devoted to student “doing” and less time spent on teacher talk; and strategies must be utilized to engage all learners, regardless of their present level of performance, in accessible, meaningful, and appropriately rigorous

academic work.

- As an administrative team, we believe that through (a) professional development that specifically targets data analysis, planning, and instructional strategies and alters methods, approaches, and content based on individual teacher strengths and content-area or pedagogical gaps; (b) teacher collaboration and inquiry; and (c) consistent cycles of observation and feedback focused on relevant instructional strategies, instruction will improve across the school.

Strategies and Activities

1) Ensure that meaningful and ongoing **teacher collaboration and inquiry** takes place.

2) Tailor **professional development** to both school wide foci and individual teachers' content or pedagogical areas of need, utilizing three primary models of professional development: (a) on or off-site conferences or workshops; (b) a labsite/debrief model; and (c) in-classroom coaching model. Generally, the more apparent teachers' individual strengths and areas of need become, the more we utilize an in-classroom model of specifically-targeted, real-time coaching.

▪ Key personnel and other resources used to implement each strategy/activity

Strategy #1

- During the 2012 – 2013 school year, we departmentalized our 2nd – 5th grades. During the 2013 – 2014, we are maintaining this **model of departmentalization** in the 3rd – 5th grades and utilizing professional development to strengthen the consistency of instruction across all content area classrooms in any given grade. Students in general education and ICT classes in the 3rd – 5th grades meet with one teacher for math, another for Literature & Art (narrative reading and writing and critical analysis of visual art), and a final teacher for Research & Information (non-narrative reading and writing with a fully integrated social studies curriculum). The ICT special education teacher rotates with the ICT class to all content area classrooms. She is considered to be the Differentiation Specialist whose expertise can only be realized through well-functioning collaborative relationships and data-based planning.
- In order to provide opportunities for collaboration, daily **common planning periods** have been deliberately scheduled for classroom teachers of all grades. Kindergarten – fifth grade teachers are expected to hold weekly grade meetings, while upper grade ICT special education teachers are expected to meet with each content area teacher individually once a week.
- During spring 2013, teachers took an SBO vote to utilize 50 minutes of Extended Day per week for teacher teams and professional development. This time is utilized weekly for **data analysis and planning meetings** and **specialized study groups** (See attached Wednesday meeting schedule). Teachers typically meet in like content area teams to analyze unit-based assessments and plan or modify future instruction. All teachers, including specialty teachers and service providers, are expected to attend at least four study groups throughout the year. SETSS, speech, and ESL providers are expected to attend all data analysis meetings for grade levels they service. Specialty teachers are expected to attend at least two grade-level data analysis and planning meetings per month for relevant grade levels.

- Finally, all classroom teachers engage in grade level **Pedagogy Focus Inquiry meetings**. These meetings occur every two weeks on a day and time that is mutually convenient for all members of the grade team. Using Title I School Success Grant monies, teachers are paid to meet either before or after school or during a common preparation period. Using Domain 3 of Charlotte Danielson's Framework for Teaching as a starting point and ongoing resource, teachers on each grade select a focus and collaboratively try new strategies while collecting data to evaluate the success of their work.
- A spring 2013 SBO vote enabled **5 half days of instruction** throughout the course of the year, beginning in October 2013 and following every 6 – 8 weeks thereafter. This time allows staff to engage in further professional development and data-based analysis and planning.
- **Shared Google docs** for each grade level act as a resource for communication and planning amongst all staff members (including classroom teachers, specialty teachers, service providers, and City Year corps members) who service students on the grade level. Student data is updated regularly and all teachers (including classroom, service providers, specialty teachers with Extended Day groups) and City Year corps members who work with small groups maintain weekly small group notes here.
- **Weekly Announcements** are emailed to all staff each Sunday. These serve as both a means of communication, but also as opportunities for professional development, collaboraton, and shared vision-making. In many cases, practices of teachers at P.S. 154 or documented research are shared through narrative examples or photographs.

Strategy #2

- Two staff developers from the **Teachers College Reading and Writing Project** work with all classroom teachers of literacy, including our ESL, SETSS, and Reader's Theatre specialty teacher. The focus of our work in Kindergarten – 5th grade classrooms this year is effective planning for and implementation of small group work as well as effective questioning techniques. Teachers for whom this is their first year or have demonstrated difficulty executing clear and explicit mini-lessons (our 2012 – 2013 TCRWP focus), we continue to work on developing their understanding of all elements of the workshop model and explicit modeling of skills and strategies.
- A staff developer from the **Teachers College Inclusive Classrooms Project** is working in classrooms for 16 days this school year (an increase from eight last school year). This work is targeted for all 1st – 5th grade teachers of ICT and self-contained classrooms. The focus is on effective co-planning and co-teaching that maximizes all human resources, meets students where they are, and utilizes strategies that engage all learners, regardless of their present level of performance, in accessible, meaningful, and appropriately rigorous academic work.
- Third through fifth grade teachers of mathematics are participating in five **Lucy West Metamorphosis** planning/labsite/debrief sessions throughout the course of the school year. The focus of this work is to plan and successfully implement Contexts for Learning units of study as an inquiry-based supplement to our core Go Math! Instructional program. During these sessions, teachers focus on the mathematical standards of practice and effective questioning techniques that will encourage and support inquiry-based learning. Teachers are also individually selected to attend off-site workshop series as a means to increase mathematical content knowledge.

- All Kindergarten – second and third – 5th grade teachers of Literature & Art have attended **Visual Thinking Strategies** attend several professional development days at New York City museums and receive related in-classroom support. The focus of this work is effective questioning techniques to push students past surface understandings of texts (both artistic and literary) and towards more inferential, critical analyses.
- All 2nd grade teachers as well as 4th grade teachers of Research & Information will work with an artist-in-residence from the **New York Historical Society** around the themes of transportation and immigration, respectively. The work will be collaboratively planned, with an emphasis from the NYHS on authentic, experiential learning that engages students in critical intellectual thought.
- The second grade ICT team receives individualized support from the Network’s Special Education Instructional Specialist.
- Both the fifth grade ICT special education teacher and fifth grade 12:1 self-contained teacher receive individualized support from the NYS TASC staff developer. One works on reading strategies for her students with disabilities, while the other is focusing on writing quality IEPs.
- Three teachers currently engage in administrative-facilitated planning where they focus on understanding the purpose and goals of units of study and effectively planning for the individual strengths and needs of all students.
- Two new teachers receive regular, in-classroom support with behavior management from our SAVE room teacher.
- All five of our new teachers are mentored weekly by other, more seasoned P.S. 154 teachers.

▪ **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- The administrative team conducts informal and formal ADVANCE **observations** as well as regular drop-in observations. Following all types of classroom observations, teachers receive timely written or verbal feedback. Following ADVANCE observations, teachers also receive more extensive written feedback. Our feedback to teachers reflects the work that we are doing both as a school through professional development and teacher meetings and with individuals. Feedback centers the Common Core Learning Standards and emphasizes practices demonstrated and discussed during professional development and data or inquiry teacher meetings.
- Following all professional development sessions, the administrative staff **debriefs** with the staff developers in order to identify resulting areas of teacher growth and persistent areas of teacher weakness.
- Following either two (for teachers who selected Option 1) or three (for teachers who selected Option 2) ADVANCE observations, we plan to **map each teacher’s growth** in measureable domains (domains that have been rated more than once). We will engage in a similar process once all observations have been completed for each teacher.
- At the start of the school year, all K – 5th teachers utilized the **Diagnostic Reading Assessment** to gauge beginning-of-year student reading levels.

All teachers will conduct interim and final Diagnostic Reading Assessments to measure student growth at the middle and end of the school year. Additionally, teachers of K – 2nd grade take running records in November and March to ensure that students are progressing in reading.

- As a school, we are utilizing the **Visual Thinking Strategies assessment** at the beginning, middle, and end of the year to assess student growth in critical analysis skills.
- Teachers are utilizing standard, **unit-based pre- and post- assessments** before and after all units of study.

▪ **Timeline for implementation and completion including start and end dates**

- Professional development began in August 2013 and will end in June 2014 (See Attachment C).
- Cycles of teacher observation and feedback began in September 2013 and will end in June 2014.
- Student assessment and data-based planning began in September 2013 and will end in June 2014 (See Attachment B). It occurs, in some cases, three – five times per year, and for unit-based assessments before and after each unit of study.

▪ **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- TCRWP staff developers work at P.S. 154 a total of 20 days and engages 22 teachers.
- The TCICP staff developer works at P.S. 154 a total of 16 days and engages 25+ teachers.
- The Lucy West staff developer works at P.S. 154 a total of five days and engages six teachers.
- The Visual Thinking Strategies staff development engages 18 teachers.
- The New York Historical Society artist-in-residence works at P.S. 154 a total of 5 days and engages seven teachers while working with eight different classes of students.
- Pedagogy Focus Teams comprised of 3 – 5 teachers on 5 different teams meet 2 times per month at 9 months for a 1 – 2 hour session at either the per session or prep coverage rate.
- Saturday Academy classes will take place over 9 Saturdays. There are scheduled to be 4.25 hours of instruction each week. 5 teachers * 4.25 hours * 9 days * \$41.98

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI				PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Ensure that the alignment between the Common Core Learning Standards and the curriculum engage all students in rigorous tasks across classrooms and specialty areas resulting in improved performance.

Review Type:	Quality Review	Year:	2012 - 2013	Page Number:	4	HEDI Rating:	Developing
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Tenet 3: Curriculum Development and Support

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	3.2 Enact curriculum	X	3.3 Units and lesson plans
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Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

During the 2013 – 2014 school year, P.S. 154 will expand its use of explicit modeling during mini-lessons, small group instruction, and one-to-one student/teacher conferences; strategic open-ended questioning; and learning tasks that require high student intellectual engagement (e.g., a) reducing the amount of teacher talk, while increasing the amount of time students spend ‘doing’; b) increasing the amount of true student dialogue as opposed to simple student talk) by ensuring 90% participation of all teachers, including those of English Language Learners and students with disabilities, in labsites and other professional development tailored to improve their pedagogy and as evidenced by seventy-five percent of observations of all teachers reflecting improved pedagogical practice by June 2014. Ultimately, observations and feedback to teachers will result in increased student progress and set forth in the student outcome goals listed in the SCEP Overview.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups**Strategies and Activities**

- 1) Continue to **align curricular programs** across grades in order to develop coherence and meet the Common Core Standards.
- 2) Ensure that systems and structures are in place to **review and modify written and enacted curriculum**.
- 3) Ensure that a comprehensive system of professional development, inquiry and collaboration, and observation and feedback provides key opportunities for teachers to rethink and shift their practices.

B. Key personnel and other resources used to implement each strategy/activity**Strategy #1**

- Our **core ELA curricular programs are aligned across the school**. The programs we are utilizing include Teachers College Reading and Writing Workshop (K – 5), SuperKids (K – 1), Foundations (K – 3), and VTS (K – 5). In the TCRWP, independent reading affords students the opportunity to develop meta-cognition. Reading instruction uses real authors as mentors and encourages students to think critically about texts. Writing is organic and encourages students to be authors, purposefully developing their craft as a means to share their own ideas and experiences. SuperKids and Foundations are utilized to develop students’ foundational reading and writing skills. Visual Thinking Strategies is used as a means to develop students’ critical analysis skills, content vocabulary, experiential knowledge, and accountable talk skills.
- Our **core mathematics curricular programs are also aligned across the school**. The programs we are utilizing include Go Math! (K – 5); Contexts for Learning (3 – 5 with the exception of self-contained classes); and ST Math (2 – 5). Go Math! aligns with Common Core content standards while purposefully selected Contexts for Learning units that are strategically interwoven into the 3rd – 5th grade scope (See Attachment D) provide students opportunities to work towards many of the mathematical standards of practice. Finally, Spatial Temporal Math develops students conceptual knowledge and challenges students to persist even when the content is difficult.
- When reorganizing students into new homerooms classes at the conclusion of the 2012 – 2013 school year, we deliberately grouped English Language Learners together, making it more viable for the **ESL teachers to push into their core classes**. In this way, students are missing less core content while still benefitting from the support and expertise of the ESL teacher. Similar efforts to push into core classes to service students

are made by the SETSS teacher and occupational therapist.

- Teachers are expected to develop **unit frameworks** for each unit of study. These unit frameworks begin with Common Core Learning Standards. From the standards, teachers are working to develop appropriate enduring understandings and essential questions, identify key knowledge and skills that students must be taught, and develop challenging tasks that require students to demonstrate high levels of thinking.

Strategy #2

- Teachers utilize **common preparation periods** to collaboratively plan lessons and units.
- **Data analysis meetings** occur on Wednesday afternoons and are used to analyze and plan from unit-based pre- and post- assessments.

Strategy #3

- Teachers receive **targeted planning assistance** from the TCRWP, TCICP, Lucy West Metamorphosis, and Network staff developers. As need is demonstrated, specific teachers receive targeted planning assistance from the administrative staff.
- **Pedagogy Focus Inquiry meetings** work towards the improvement of one or more of the above-listed pedagogical goals. Unit and lesson plans as well as student work are the artifacts of focus.
- See descriptions of comprehensive professional development plan given in action plan for Goal #1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

All Strategies

- At the start of the school year, all K – 5th teachers utilized the **Diagnostic Reading Assessment** to gauge beginning-of-year student reading levels. All teachers will conduct interim and final Diagnostic Reading Assessments to measure student growth at the middle and end of the school year. Additionally, teachers of K – 2nd grade take running records in November and March to ensure that students are progressing in reading.
- As a school, we are utilizing the **Visual Thinking Strategies assessment** at the beginning, middle, and end of the year to assess student growth in critical analysis skills.
- Most importantly, teachers are, for the first time, utilizing standard, **unit-based pre- and post- assessments** before and after all units of study (See Attachment B).
- The administrative team conducts informal and formal ADVANCE **observations** as well as regular drop-in observations. Following all types of

classroom observations, teachers receive timely written or verbal feedback. Following ADVANCE observations, teachers also receive more extensive written feedback. Our feedback to teachers reflects the work that we are doing both as a school through professional development and teacher meetings and with individuals. Feedback centers the Common Core Learning Standards and emphasizes practices demonstrated and discussed during professional development and data or inquiry teacher meetings.

- Following all professional development sessions, the administrative staff **debriefs** with the staff developers in order to identify resulting areas of teacher growth and persistent areas of teacher weakness.
- Following either two (for teachers who selected Option 1) or three (for teachers who selected Option 2) ADVANCE observations, we plan to **map each teacher's growth** in measureable domains (domains that have been rated more than once). We will engage in a similar process once all observations have been completed for each teacher.

D. Timeline for implementation and completion including start and end dates

- 1) Student assessment and data-based planning began in September 2013 and will end in June 2014. It occurs, in some cases, three – five times per year, and for unit-based assessments before and after each unit of study.
- 2) Professional development began in August 2013 and will end in June 2014. Cycles of teacher observation and feedback began in September 2013 and will end in June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- TCRWP staff developers work at P.S. 154 a total of 20 days and engages 22 teachers.
- The TCICP staff developer works at P.S. 154 a total of 16 days and engages 25+ teachers.
- The Lucy West staff developer works at P.S. 154 a total of five days and engages six teachers.
- The Visual Thinking Strategies staff development engages 18 teachers.
- The New York Historical Society artist-in-residence works at P.S. 154 a total of 5 days and engages five teachers while working with six different classes of students. 5 days * 6 classes each session (3.3)
- Pedagogy Focus Inquiry Teams comprised of 3 – 5 teachers on 5 different teams meet 2 times per month at 9 months for a 1 – 2 hour session at either the per session or prep coverage rate.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Strengthen the consistent use of assessments and rubrics to measure student progress in order to adjust instructional decisions across classrooms.

Review Type:	Quality Review	Year:	2012 - 2013	Page Number:	5	HEDI Rating:	Developing
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

During the 2013 – 2014 school year, P.S. 154 will improve its use of assessment in instruction, as demonstrated by at least 80% of teachers aligning small group work to unit-based pre- and post- assessments, current student work, or qualitative notes on student progress; actively setting standards-based goals; and providing regular, standards-based feedback to students and the development of targeted AIS in-school services, before and after school clubs, and Saturday and vacation academies.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategies and Activities

- 1) Ensure that a comprehensive plan for **professional development** is enacted and that it specifically and consistently targets data-based planning and instruction.
- 2) Strengthen teacher inquiry, planning, and habits of goal-setting and data utilization by structuring and facilitating meaningful **data analysis and planning** meetings, **pedagogy focus Inquiry** meetings, and **individualized data meetings** and by using technology to share information.
- 3) Respond to data analysis by offering **student programs** that target the needs of all learners.

B. Key personnel and other resources used to implement each strategy/activity

Strategy #1

- Curriculum is written in a Backwards Design model. Teachers are expected to submit **unit frameworks** prior to the start of each unit. Teachers begin by developing their goals and essential questions. They then identify specific learning targets for specific students. Ultimately, teachers develop and organize their teaching points.
- Teachers are learning how to use standards and continua of grade level skills to strategically plan for individuals and small groups. This work is done during both TCRWP and TCICP labsites and Extended Day data analysis meetings.

Strategy #2

- During spring 2013, teachers took an SBO vote to utilize 50 minutes of Extended Day per week for teacher teams and professional development. This time is utilized weekly for **data analysis and planning meetings** and **specialized study groups** (See attached Wednesday meeting schedule). Teachers typically meet in like content area teams to analyze unit-based assessments and plan or modify future instruction. All teachers, including specialty teachers and service providers, are expected to attend at least four study groups throughout the year. SETSS, speech, and ESL providers are expected to attend all data analysis meetings for grade levels they service. Specialty teachers are expected to attend at least two grade-level data analysis and planning meetings per month for relevant grade levels.

- **Shared Google docs** for each grade level act as a resource for communication and planning amongst all staff members (including classroom teachers, specialty teachers, service providers, and City Year corps members) who service students on the grade level. Student data is updated regularly and all teachers (including classroom, service providers, specialty teachers with Extended Day groups) and City Year corps members who work with small groups maintain weekly small group notes here.

Strategy #3

- Teachers identify the needs of individual students and target their needs in **small groups** during the regular instructional day, during the Extended Day time, in specialized clubs before and after school, and during Saturday and Vacation academies.
- **Intervention services** during the regular school day include *Wilson Foundations* and *Just Words* instruction in grades K – 5, at-risk guided reading, one-to-one guided reading, Reading Recovery, and Reading Rescue. “Y School” staff, City Year staff, and paraprofessionals are utilized for intervention services, including *Wilson Foundations*, *Just Word*, guided reading, Reading Rescue, and intervention math groups. The SETSS teacher and ESL teachers provide at-risk phonics and fluency instruction and at-risk guided reading instruction. The school librarian is being trained and acting as our Reading Recovery teacher.
- **Before and after school clubs** target both students who are performing on or above grade level in literacy or mathematics and students who are performing significantly below grade level. Each club has specific, data-based parameters for student participation. Current clubs are: 3rd Grade Math Success Club; 4th Grade Math Success Club; 5th Grade Math Success Club; Early Morning ESL; School Newspaper Club; Social Activists Club; Book Buddies Club; Graphic Novels Book Club; 2nd Grade Reading Wizards, and 1st and 2nd Grade Guided Reading Clubs. P.S. 154 teachers lead before and after school clubs.
- **Saturday and vacation academies** will target students who are performing below or significantly below grade level in literacy and/or mathematics. Teachers from P.S. 154 and other DOE schools will lead Saturday and vacation academies.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- At the start of the school year, all K – 5th teachers utilized the **Diagnostic Reading Assessment** to gauge beginning-of-year student reading levels. All teachers will conduct interim and final Diagnostic Reading Assessments to measure student growth at the middle and end of the school year. Additionally, teachers of K – 2nd grade take running records in November and March to ensure that students are progressing in reading.
- As a school, we are utilizing the **Visual Thinking Strategies assessment** at the beginning, middle, and end of the year to assess student growth in critical analysis skills.
- Most importantly, teachers are, for the first time, utilizing standard, **unit-based pre- and post- assessments** before and after all units of study (See Attachment B).

D. Timeline for implementation and completion including start and end dates

- TCRWP – 20 in-school staff development days; 30 out-of-school conference days (4.2)
- VTS – 8 in-school staff developer days; 4 out-of-school professional development and data analysis days (4.2)
- Small group intervention during the regular school day and extended day began in September 2013 and will continue through June 2014.
- Before and after school clubs began in October 2013 and will continue through May and June 2014.

- Saturday Academy will begin Saturday, February 1st and continue for nine Saturdays after this.
- Vacation Academies are currently scheduled to occur on February 19th and 20th and on April 21st and 22nd.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Strategy 1: TCRWP professional development focused on literacy instruction (particular focus on small group work). 20 in-school staff development days; 30 out-of-school conference days. Visual Thinking Strategies staff development focused on developing students' abilities to think critically and engage in rich discussions. Focus on developing teachers as facilitators of high-quality discussions and critical reading of multiple texts. 8 in-school staff development days; 4 out-of-school professional development and data analysis days. (4.2)

Strategy 2: Teachers meet once a week on Wednesday afternoon to analyze student work.

Strategy 3: Saturday Academy meets for 9 weeks. 1 supervisor * 9 weeks * 5 hours * \$43.93 (4.5); Vacation Academies will occur for two days during the winter vacation and two days during the spring vacation. Winter Vacation Academy: 2 days * 5 hours * 4 teachers * \$41.98; Spring Vacation Academy: 2 days * 5 hours * 3 teachers * \$41.98 (4.5); Text Connections sets (Benchmark Education Company) ordered for Saturday Academy.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	Tax Levy	Title IA	Title IIA	Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS	PF CTE	PF College & Career Readiness	X	PF Common Core
	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs	PF RTI			PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

School leaders should provide PD to all staff to support the introduction of a positive behavior system. In addition, school leaders should monitor the impact of the PD on student engagement. School leaders should also monitor Online Occurrence Reporting System (OORS) data, evaluate the impact of these supports, and ensure that there is an improvement in school culture (SQR, p. 7, Bullet Point #3).

Review Type:	State Quality Review	Year:	2011 - 2012	Page Number:	7	HEDI Rating:	Developing
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	5.2 Systems and partnerships		5.3 Vision for social and emotional developmental health
	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

During the 2013 – 2014 school year, P.S. 154 will successfully implement a comprehensive *Responsive Classroom* approach to behavior management and increase positive school culture. This shift will be evidenced by baseline and interim student, teacher, and parent surveys, OORS, and internal data. Ultimately, on the 2013 - 2014 School Survey, the number of teachers who respond with "Agree" or "Strongly Agree" to the statement, "I can get the help I need to address student behavior issues" will increase by 25% since the 2012 – 2013 School Survey, indicating and improvement in school safety and culture.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Vision

The approach that P.S. 154 is taking to school culture and behavior management is one that follows the ideas and values of a *Responsive Classroom* approach. The *Responsive Classroom* approach is “a way of teaching that fosters safe, challenging, and joyful elementary schools.” It focuses equally on social emotional and academic learning, with the foundational idea that social and academic learning go hand in hand. The *Responsive Classroom* approach consists of practical strategies for bringing together social and academic learning throughout the day and providing students to learn how to and practice self-regulation, namely Morning Meeting; interactive modeling; effective teacher language; and logical consequences.

Strategies and Activities

- 1) Engage in comprehensive and ongoing *Responsive Classroom* professional development.
- 2) Ensure that systems and structures are in place to support children in crisis or those working through social and emotional difficulties.
- 3) Develop a culture of positivity through regular interactions with children and families, offering engaging extracurricular activities, and recognizing students' accomplishments.

B. Key personnel and other resources used to implement each strategy/activity

Strategy #1

- At the conclusion of the 2012 – 2013 school year, thirty teachers and paraprofessionals participated in a four day **Responsive Classroom Level 1 Institute**. Following this, a core group of teachers met to plan staff development over summer 2013. In August and September 2013, these teachers led school wide staff development, turning keying key strategies learned during the Level I Institute.
- Teachers lead regular **Responsive Classroom study groups** on Wednesday afternoons.
- The *Responsive Classroom* staff developer will return for three consulting days during the course of this school year. She will provide in-classroom support and lead problem-solving workshops.
- In June 2014, we will run a **Responsive Classroom Level 2 Institute** for up to 30 teachers and paraprofessionals.

Strategy #2

- P.S. 154 has organized a team of **Responders-on-Duty**. This team is made up of the SAVE room teacher, the principal, two assistant principals, and two guidance counselors. During each part of the day, one of these members is “on duty” as the responder and available to should a child be in crisis in any classroom. Our SAVE room teacher, guidance counselors, and administrative team responds to children in crisis.
- Our upper grade guidance counselor facilitates a **peer mediation** program. Select 5th graders are trained to effectively mediate disagreements between peers.

- Our lower grade guidance counselor facilitates a **mentoring** program. This program pairs adults and 5th graders with students as mentors and mentees. The intention is to provide at-risk students with another caring individual in the school with whom they can talk and spend time.
- Our guidance counselors and school social worker provide mandated and at-risk counseling services, peer mediation services, and mentoring.
- Our School Implementation Team works diligently to develop meaningful **Behavior Intervention Plans** for students who consistently display extreme behaviors.

Strategy #3

- Students in each grade attend a **Town Hall Meeting** once a week. For example, Kindergartners and 1st graders come together on Fridays in the gymnasium to sing songs, listen to read alouds, share announcements, share their work, and give and receive praise and recognition. The principal plans and implements these meetings.
- The principal engages in **Morning Greeting**, meeting all students and families who arrive between 7:55 – 8:30 a.m. at the door. Every student is greeted by name and shakes hands with the principal. The principal and two Assistant Principals are also present at afternoon dismissal.
- This year, P.S. 154 has begun a **Peace Count-Up**. Collectively, the school works to have days that are entirely free of physical violence. When milestones of 5 are reached, the school enjoys a special type of day (e.g., Hat Day; Shades and Bling Day; Favorite Character Day). As we work towards this, we engage students in conversations around what it means to be peaceful and the ways that our community benefits when there is peace.
- Many students participate in P.S. 154's expanding **gardening and chicken program**. Students, oftentimes those who display behavioral difficulties, come early or stay late to take care of the chickens and garden. An Extended Day garden and chicken inquiry club engages more students with this hands-on work, and, ultimately, all classes will rotate garden and chicken responsibilities.
- Students engage in varied arts experiences in school, including **dance and fine art**. Extracurricular activities include **drama** and **set design** during which students put together an annual musical.
- Students participate in various extracurricular clubs, including **School Newspaper Club, Social Activists Club, Graphic Novels Book Club, and Book Buddies Club**.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- P.S. 154 will administer **student surveys** at the beginning, middle, and end of the year; **parent surveys** during the Fall and Spring semesters; and **teacher surveys** at the beginning, middle, and end of the year.

- We currently track **OORS incidents**, noting when multiple incidents involve the same student.
- We currently track the number of calls from classroom teachers to the main office for a **Responder-on-Duty** by month. Here again, we note when multiple calls are made for the same student over a period of time.

D. Timeline for implementation and completion including start and end dates

- Responsive Classroom professional development began in June 2013 and is anticipated to end in June 2014.
- The Peace Count-Up began in October 2013 and will end in June 2014.
- Town Hall meetings occur at least bi-monthly
- Clubs began in October, November, or December 2013 and will continue until May or June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Title IA Monies

- 4-day Responsive Classroom II Institute in June 2014 at P.S. 154 – 30 hour institute (5.5)
- Thirty hours - thirty teachers at per session training rate. (5.5)
- 6 teachers to Responsive Classroom I Institute in June 2014 (5.5)
- Meals provided for teachers attending the RCII institute (5.5)

School Success Grant Monies

- 27 hours per week * 30 weeks = 810 hours ELA/math instruction before and after school

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

School leaders should identify schools with similar populations that have effectively developed partnerships with parents to support learning at home. School leaders should implement these practices in the school. School leaders should ensure that teachers have regular contact with families. When communicating with parents, teachers should focus on academic and social-emotional needs along with positive outcomes.

Review Type:	State Quality Review	Year:	2011 - 2012	Page Number:	6	HEDI Rating:	Developing
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

On the 2013 – 2014 School Survey, the number of parents/guardians who respond with “Satisfied” or “Very Satisfied” to the statement, “How satisfied are you with your opportunities to be involved in your child’s education?” will continue to exceed 70%. In addition, internal surveys of parent satisfaction, including surveys given out at Fall parent/teacher conferences and Fall, Winter, and Spring Family Literacy Nights will demonstrate at least 70% family satisfaction with communication between the school and home.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. We are continuing our effort to inform parents/guardians of both students’ accomplishments and the areas in which they need to improve. To start, when students receive **Praise and Recognition awards** at our weekly Town Meetings, the letters of praise are mailed to students’ homes. In addition, we hold **Awards Ceremonies** twice a year to recognize students’ accomplishments throughout the semester. In order to keep families about their children’s homework completion, classroom teachers send home **Homework Notices** each Friday. In addition to our **CCLS-aligned report cards**, families receive **progress reports** twice a year.
2. We will soon launch our **school website**, enabling parents to get updates on school and classroom happenings.
3. More and more, we are communicating with parents via email. We have gathered many email addresses.
4. In partnership with Scholastic, we hold three **Family Literacy Nights** per school year. The fall Family Literacy Night integrates science and literacy and focuses on 2nd and 3rd graders and their families. The winter Family Literacy Night integrates math and literacy and focuses on our Kindergarteners and 1st graders and their families. The final Family Literacy Night integrates social studies and literacy and will focus on our 4th and 5th graders and their families. During these nights, we focus on communicating literacy activities that families can do at home with their children.
5. We host **monthly Principal’s Breakfasts** for families at which the principal and parents have breakfast together and then engage in a mini-study of a particular topic, including behavior management techniques, early literacy skills, etc.
6. Our ESL teachers work collaboratively with our parent coordinator, classroom teachers, and speech teachers to host **parent workshops specifically geared towards the needs of our parents of English Language Learners**.
7. Each year, P.S. 154 puts on a **musical**. At this fun event, we also present parents with information about school happenings and expectations.
8. We recently received a **City Chicken Grant** which brought us a chicken coop and five chickens. Many parents act as volunteers to care for the chickens.
9. We partner with the **Mitchell Community Center**, **the YMCA**, and **City Year** to offer high quality after school instruction. We are in the process of developing a collaborative program with the Mitchell Center that engages are teachers in planning with and supporting the Center’s afterschool teachers so that the social emotional and academic work done during afterschool supports and extends that which is done during the regular school day. In addition, we support the YMCA and City Year with professional development related to behavior management and academic instruction.
10. We partner with **FRIENDS**, **Lincoln Hospital**, **Boys & Girls Club**, and the **Jewish Board** to provide therapeutic services for our students and their families.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, parent coordinator, Family Worker
2. Assistant Principal, Parent Coordinator, classroom teachers
3. All staff
4. All staff
5. Principal
6. ESL teachers, speech teachers, Parent Coordinator
7. Dance, fine art, and classroom teachers
8. Lead chicken grant coordinator, Parent Coordinator
9. Principal, Assistant Principals

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

6. For all, we will administer parent surveys during the fall and spring. We will also administer parent surveys to families who attend any of the three Family Literacy Nights.

D. Timeline for implementation and completion including start and end dates

1. Town Meetings occur weekly; Awards Ceremonies occur twice a year; Report Cards and Progress Reports are given out a total of five times per year.
2. Anticipated launch: January 2014
3. Began in September 2013
4. 4th/5th grade FLN = November 2013; 1st/2nd grade FLN = January; 3rd/4th grade FLN = May
5. Monthly
6. A minimum of five times per year
7. Once a year
8. Began in October 2013 and is ongoing
9. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Three Family Literacy Nights per year.
2. Nine Principal's Breakfasts per year
4. End-of-year parent dinner/conference (6.2)
5. New printer for the parent room (6.3)

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Wilson <i>Foundations</i> and Wilson <i>Just Words</i> – phonemic development • Comprehension development and skills application • Guided Reading 	<ul style="list-style-type: none"> • Small group and one-to-one • Small group • Small group 	<ul style="list-style-type: none"> • During the school day and before school for a 30 minute session 4 - 5 days a week. • Saturday Academy for a cycle of 9 Saturdays. Each session runs for a duration of 2 hours. Before and after school clubs. • During the school day and Extended Day two – three times a week for 15 minute periods.
Mathematics	<ul style="list-style-type: none"> • Skills and Conceptual Application • Skills Reinforcement 	<ul style="list-style-type: none"> • Small group • Small group and one-to-one 	<ul style="list-style-type: none"> • During the school day and Extended Day; before and after school clubs; Saturday Academy • During the regular school day and Extended Day
Science	<ul style="list-style-type: none"> • Content immersion and inquiry learning 	<ul style="list-style-type: none"> • Small group 	<ul style="list-style-type: none"> • Saturday Academy for a cycle of 7 weeks. Each session runs for a duration of 2 hours.
Social Studies	<ul style="list-style-type: none"> • Topic studies 	<ul style="list-style-type: none"> • Small group 	<ul style="list-style-type: none"> • Saturday Academy for a cycle of 7 weeks. Each session runs for a duration of 2 hours.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • At-risk guidance focusing on 21st century skills such as time management, organizational skills, test-taking stress reducers, and conflict resolution 	<ul style="list-style-type: none"> • Small group and one-to-one 	<ul style="list-style-type: none"> • During the school day

**Title I Information Page (TIP)
For School Receiving Title I Funding**

10. All elements of the *All Title I Schools* section must be completed*.
11. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
12. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

At P.S. 154, we have implemented a number of strategies and structural changes to ensure that teachers are highly qualified as defined by NCLB and are highly effective in their practice. At the start of the 2012 – 2013 school year, we instituted a **departmentalized instruction** approach in the 2nd – 5th grades. During the 2013 – 2014 school year, we are continuing this model in the 3rd – 5th grades. One teacher on the grade teaches mathematics and two teachers teach literacy. In all grades, teachers were strategically matched with content areas. That is to say that strong teachers of writing and critical reading were selected to be literacy teachers and strong teachers of math were selected to teach mathematics. We have split literacy instruction in these grades into two core courses. One course, termed "Literature & Art" focuses on narrative reading and writing. The Teachers College narrative reading and writing units of study are followed and the Visual Thinking Strategies program is used to develop students' accountable talk, critical thinking about texts, content knowledge, and content vocabulary while also improving teachers' abilities to facilitate true critical discussions. The second literacy course is termed "Research & Information." In this course, the focus is on informational reading and writing. Social studies content is integrated throughout the school year. By departmentalizing instruction, teachers have the ability to plan deeply for each unit of study. Because many teachers work with each child on the grade, rich discussions about the needs and strengths of individual students are taking place.

Professional development is a priority at P.S. 154. The administrative team is fully dedicated to supporting educators through high quality professional development throughout the school year. Professional development sessions are differentiated based upon teachers' strengths and areas for improvement. Professional development during the 2013 – 2014 school year takes three primary forms: (a) on or off-site conferences or workshops; (b) a labsite/debrief sessions; and (c) in-classroom coaching. Generally, the more apparent teachers' individual strengths and areas of need become, the more we utilize an in-classroom model of specifically-targeted, real-time coaching.

We also believe strongly in the power of teacher collaboration and collective inquiry as a form of professional development. As a result, we are actively structuring time for and facilitating three types of meetings: (a) grade team meetings during which teachers discuss logistics, individual students, or curriculum planning; (b) data analysis meetings during which teachers analyze student assessments or other work against Common Core Standards and/or reading and writing continua; and (c) Pedagogy Focus meetings during which teachers collaboratively inquire about a shared topic of interest.

We adhere to the belief that it is imperative to build capacity and leadership from within. Accordingly, teacher leaders lead study groups and professional development sessions throughout the year.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Professional development is a priority at P.S. 154. The administrative team is fully dedicated to supporting educators through high quality professional development throughout the school year. Professional development

sessions are differentiated based upon teachers' strengths and areas for improvement. Professional development during the 2013 – 2014 school year takes three primary forms: (a) on or off-site conferences or workshops; (b) a labsite/debrief sessions; and (c) in-classroom coaching. Generally, the more apparent teachers' individual strengths and areas of need become, the more we utilize an in-classroom model of specifically-targeted, real-time coaching.

Two staff developers from the **Teachers College Reading and Writing Project** work with all classroom teachers of literacy, including our ESL, SETSS, and Reader's Theatre specialty teacher. The focus of our work in Kindergarten – 5th grade classrooms this year is effective planning for and implementation of small group work as well as effective questioning techniques. Teachers for whom this is their first year or have demonstrated difficulty executing clear and explicit mini-lessons (our 2012 – 2013 TCRWP focus), we continue to work on developing their understanding of all elements of the workshop model and explicit modeling of skills and strategies.

A staff developer from the **Teachers College Inclusive Classrooms Project** is working in classrooms for 16 days this school year (an increase from eight last school year). This work is targeted for all 1st – 5th grade teachers of ICT and self-contained classrooms. The focus is on effective co-planning and co-teaching that maximizes all human resources, meets students where they are, and utilizes strategies that engage all learners, regardless of their present level of performance, in accessible, meaningful, and appropriately rigorous academic work.

Third through fifth grade teachers of mathematics are participating in five **Lucy West Metamorphosis** planning/labsite/debrief sessions throughout the course of the school year. The focus of this work is to plan and successfully implement Contexts for Learning units of study as an inquiry-based supplement to our core Go Math! Instructional program. During these sessions, teachers focus on the mathematical standards of practice and effective questioning techniques that will encourage and support inquiry-based learning. Teachers are also individually selected to attend off-site workshop series as a means to increase mathematical content knowledge.

All Kindergarten – 2nd grade teachers and 3rd – 5th grade teachers of Literature & Art have attended **Visual Thinking Strategies** attend several professional development days at New York City museums and receive related in-classroom support. The focus of this work is effective questioning techniques to push students past surface understandings of texts (both artistic and literary) and towards more inferential, critical analyses.

All 2nd grade teachers as well as 4th grade teachers of Research & Information will work with an artist-in-residence from the **New York Historical Society** around the themes of transportation and immigration, respectively. The work will be collaboratively planned, with an emphasis from the NYHS on authentic, experiential learning that engages students in critical intellectual thought.

The second grade ICT team receives individualized support from the Network's Special Education Instructional Specialist.

Both the fifth grade ICT special education teacher and fifth grade 12:1 self-contained teacher receive individualized support from the NYS TASC staff developer. One works on reading strategies for her students with disabilities, while the other is focusing on writing quality IEPs.

Three teachers currently engage in administrative-facilitated planning where they focus on understanding the purpose and goals of units of study and effectively planning for the individual strengths and needs of all students.

Two new teachers receive regular, in-classroom support with behavior management from our SAVE room teacher.

All five of our new teachers are mentored weekly by other, more seasoned P.S. 154 teachers.

We also believe strongly in the power of teacher collaboration and collective inquiry as a form of professional development. As a result, we are actively structuring time for and facilitating three types of meetings: (a) grade team meetings during which teachers discuss logistics, individual students, or curriculum planning; (b) data analysis meetings during which teachers analyze student assessments or other work against Common Core Standards and/or reading and writing continua; and (c) Pedagogy Focus meetings during which teachers collaboratively inquire about a shared topic of interest.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Funding for students in temporary housing is used to purchase school uniforms and school supplies.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

P.S. 154 engages both PK teachers and PK paraprofessionals in school-based professional development. All four staff members participate in our *Responsive Classroom* professional development. They participate in all school-based workshops as well.

Parents participate actively in our monthly *Principal's Breakfasts* and other parent workshops. They receive all communications from school and are invited in for unique PK parent meetings.

Pre-Kindergarten students receive early intervention services when necessary.

Students from the neighboring preschool (Mitchell Community Center) are welcomed for family tours of our Kindergarten classrooms and the school as a whole.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers participate on the MOSL committee and Assessment Team. Decisions are made about appropriate assessments at the conclusion of the school year in preparation for the upcoming school year.

Teachers meet for Data Analysis meetings at the beginning and end of every unit of study. During these meetings, a protocol is used to look closely at student work, notice trends, decide upon next steps (based on the CCSS and reading and writing continua), and brainstorm strategies.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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:

To ensure family engagement and involvement, PS 154 is committed to:

- providing family workshops that will offer materials and training to help parents work with their children to improve their achievement level, e.g., CookShop for Families, staff-led workshops on literacy, math, supports for ELLs, use of technology; monthly Principal's Breakfasts; Family Literacy Nights
- 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. Particular information and training is provided for families of students with disabilities regarding the special education reform;
- 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. e.g. revision of school report cards to incorporate the Common Core Learning Standards, workshops to explain these new standards and the implications for student learning and student achievement;
- 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;

The PS 154 Elementary School Parent Involvement Policy has been 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 implemented two times a year 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 and shared with the school community.

In developing The PS 154 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's 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 the parents who are members of the School Leadership Team and the Parent-Teacher Association, review and evaluate the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of this document; the school's Title I Parent Involvement Policy and School-Parent Compact;
- schedule Title I informational meetings to 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 and the Parent-Teacher Association. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will be actively engaged in planning for and facilitating 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. In addition, the Parent Coordinator will maintain and update monthly newsletters keeping families abreast of the aforementioned workshops, trainings, and special events at the school. The parent's bulletin board will be updated regularly by the Parent Coordinator promoting school events and all related information to maximize student achievement;
- schedule and conduct parent workshops facilitated by teachers, administration, support staff and/or consultants on topics that may include: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations, understanding the Common Core Learning Standards and their implications for student achievement; the special education reform and the implications for all students with disabilities or at-risk students, accessing community and support services, and technology training to build parents' capacity to help their children at home;
- provide ongoing opportunities for parents to participate in informational sessions 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 1st 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, notices and flyers to include a Spanish translation and provide interpretation during meetings (e.g., PTA meetings, Parent Teacher Conferences, parent orientation nights, workshops) 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 children’s academic skill needs and what they as parents can do to help;

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

- hosting educational family events/activities such as:
 - annual Book Fair to promote family literacy,
 - 3 Family-Literacy Nights (Literacy & Science, Literacy & Math, Literacy & Social Studies),
 - a Community Fair to raise awareness of community based organizations and the support services they provide (e.g., after school and Saturday programs)
 - Meet the Teacher/Curriculum Night;
 - Parent-Teacher Conferences;
 - Monthly Principal’s Breakfasts
 - Meetings throughout the year;
- encouraging meaningful parent participation on School Leadership Teams and the Parent-Teacher Association;
- encouraging more parents to become school volunteers;
- providing written progress reports that are distributed three times a year; in October, February, and toward the end of the school year to keep parents informed of their children’s progress, in addition to providing verbal progress to parents by scheduling appointments or calling parent/guardian

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

PS 154 JONATHAN D. HYATT ELEMENTARY SCHOOL - SCHOOL-PARENT COMPACT

PS 154 Elementary 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;
- departmentalize our academic program from grades 3-5 to include a Research & Information class, a Literature & Art class, and a math class. In this way we will ensure that students are educated by teachers highly qualified in their respective content areas.
- continuing to provide teachers with professional development so they may continue to build on their practice and have positive impacts on student achievement
- engage teachers in professional learning walks and discourse to ensure that every teacher in every grade is reflective on how their practice is preparing students for college and career readiness
- engaging students and staff in the practice of responsive classrooms so that students' academic, social, and emotional development are constantly at the forefront of every learning environment
- providing after-school programs at the school that are facilitated by respected community-based organizations

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 1st 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, teleconference, 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 are 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 information to access interpretation services in order to effectively communicate with limited English speaking parents (for languages other than Spanish, Parent Coordinator will secure translation/interpretation through NYCDOE Translation and Interpretation Unit);
- notifying parents/guardians of the procedures to arrange an appointment with their child's teacher or other school staff member by including contact information on class newsletter and school notices;
- scheduling and promoting opportunities for parents to participate in workshops and training such as Learning Leaders to volunteer and participate in their child's class, and to observe classroom activities;
- scheduling and promoting activities for parents during the school year, e.g., monthly Principal's Breakfasts; Parent-Teacher Conferences; Curriculum Night, family workshops, class celebration and events; school-wide events such as Family Literacy Nights, our annual school-wide performing arts performance and assembly programs.

Provide general support to parents by:

- creating a safe, supportive, responsive, 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 children's progress by providing professional development opportunities (sessions will be scheduled between morning and evening times to ensure that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering with 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, the Scholars Oath 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 promptly 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., 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 and accountable for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn;
- and always aim to be a **C**aring individual who is **A**ccountable and **R**eady to learn at all times in an environment that is **S**afe for all to learn, because *P.S. 154 C.A.R.e.S.*

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 07	Borough Bronx	School Number 154
School Name Jonathan D. Hyatt		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Alison Coviello	Assistant Principal Rajendra Jimenez-Jailall
Coach	Coach
ESL Teacher Heather Greene/ESL	Guidance Counselor
Teacher/Subject Area Michael Kosak/ESL	Parent
Teacher/Subject Area Sonelis Severino/3rd Grade	Parent Coordinator Michelle Brown
Related Service Provider type here	Other
Network Leader(Only if working with the LAP team)	Other Assistant Principal: Ms. Cruz

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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	413	Total number of ELLs	68	ELLs as share of total student population (%)	16.46%
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Part II: 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	0	3	0	3	1	0								7
Pull-out	5	9	10	8	5	6								43
Total	5	12	10	11	6	6	0	50						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	46	ELL Students with Disabilities	15
SIFE	2	ELLs receiving service 4-6 years	22	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language	0									0
ESL	46			22						68
Total	46	0	0	22	0	0	0	0	0	68

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	9	10	9	10	14								59
Chinese														0
Russian														0
Bengali					1									1
Urdu														0
Arabic					1									1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1		2	1		3								7
TOTAL	8	9	12	10	12	17	0	0	0	0	0	0	0	68

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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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)	2	0	2	3	3	0								10
Intermediate(I)	5	7	7	0	5	2								26
Advanced (A)	1	3	3	4	2	11								24
Total	8	10	12	7	10	13	0	0	0	0	0	0	0	60

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	3	1	0	9
4	10	1			11
5	13	4			17
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7		2						9
4	12								12
5	15		2						17
6									0
7									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		4		3		1		12
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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 will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

Presently, P.S. 154x has developed a comprehensive assessment action plan to ensure all English Language Learners are tested to measure language proficiency, specifically fluency and comprehension. Subsequent to the analysis of aggregated data, students are programmed for identified services. Additionally, to support academic achievement, instruction is differentiated for content, process and product and delivered via small group instruction, specifically guided reading. As such, strategies such as total physical response, cognates, SmartBoards, and multimedia are used to facilitate learning styles as outlined by Universal Design for Learning Principles.

Our assessment platform is developed to address all four modalities of the NYSESLAT. In Kindergarten, teachers begin the year with an assessment of students' letter recognition and knowledge of letter-sound correspondence. In grades K-2, DIBELS is utilized to assess for fluency. All students are tested during the fall window. Struggling students are tested again during the winter and spring windows. Students in Tier III are tested more frequently. DRA2 is used school wide to ascertain fluency and comprehension proficiency. To date, 8% of our ELL students are reading on or above grade level. Additionally, for the first year, we have begun to utilize Spanish DRA-2 to assess language proficiency of Spanish speaking English Language Learners because an understanding of native language proficiency will provide a baseline for supporting strengths and weaknesses.

Throughout the academic year, all students are assessed with unit-based pre- and post- assessments in literacy and mathematics. Assessment tools include performance tasks, writing diagnostics, reading diagnostics, and unit assessments. Data gathered is triangulated for patterns and trends to make informed decisions regarding resource allocation as well as remediation interventions. For example, remediation could target such areas as fluency, phonemic awareness and comprehension.

- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Based on the 2012-2013 NYSESLAT, 14% of our students achieved at the Beginner level of proficiency, 43% of our students achieved at the Intermediate level of proficiency, 10% percent of our students achieved at the Proficient level of proficiency and 22% of our students achieved at the Advanced level of proficiency.

According to our LAB-R data, 36% of our students are achieving at the Beginner level of proficiency, 64% of our students are achieving at the Intermediate level of proficiency and 32% of our students are achieving at the Advanced level.

Subsequent to triangulating the above-mentioned data sources, the following areas have been identified as warranting remediation. In literacy, vocabulary, phonological awareness, fluency, reading skills (i.e., sequencing, main idea, inferring and comparing and contrasting), comprehension, simple and complex sentences, verb tense and organization have been identified as impediments to English proficiency. In mathematics, students struggle with basic computation skills as well developing mathematical solutions for word problems featuring multiple steps.

- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Not Applicable.

- For each program, answer the following:

- a. 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?

A) Data trends indicate that kindergarten students who have not recently moved to the United States test at the Advanced level on the LAB-R. However, newcomers across grade levels generally test at the Beginner/Intermediate level on the LAB-R. 62% the students that took the LAB-R scored beginner, 32% scored advanced, and 6% scored intermediate.

2012-2013 New York State math and ELA assessment data suggest that as students progress through grades 3 - 5, more students are testing at level 1. Five 3rd grade students scored a level 1, ten 4th grade students scored a level 1, and thirteen 5th grade students scored a level 1 on the 2013 NYS ELA. With respect to NYS mathematics tests, in grade three, 7 students scored a level 1, in grade four, 12 students scored a level 1, and in grade five, 15 students scored a level 1.

However, according to the 2012-2013 NYSESLAT, data suggest that schoolwide testing at the Advanced level of proficiency increases as students progress through the grades, with the exception of 4th grade. For example, in kindergarten, one student achieved at the Advanced level. In first grade, three students achieved at the Advanced level. In second grade, three students achieved at the Advanced level. In third grade, four students achieved at Advanced level. In fourth grade, two students achieved at the Advanced level. Finally, In fifth grade, eleven students achieved at the Advanced level of proficiency. Overall, 14% of our our students are achieving at the Beginner level of proficiency, 43% of our students are achieving at the Intermediate level of proficiency, 10% of our students are achieving at the Proficient level of proficiency and 22% of our students are achieving at the Advanced level of proficiency. With respect to the modalities the following trends have emerged:

Listening/Speaking: We have seen a trend in the data that indicates our students have strong verbal and auditory skills. On average 60% of our students score Advanced or Proficient on the listening and speaking subtest. However, less than 10% of our ELL population scores Advanced or Proficient on the reading and writing subtest.

B) Data gathered is being used to differentiate instruction through flexible grouping for guided reading as well as strategy lessons. Leveled Literacy Intervention by Fountas and Pinnell will be utilized by ESL teachers to engage students in guided reading. The decision to introduce this new program is in response to data indicating that such a low percentage of ELLs are reading on or above grade level, more students test at level 1 on State assessments as they progress from grade 3 to grade 5, and fewer students are moving from Intermediate to Advanced on the NYSESLAT as they progress from kindergarten to 5th grade.

C) The ELL periodic assessment is a helpful predictor of how the students will perform overall on the NYSESLAT during the spring. 47% of our students met targeted benchmarks as identified by the City of New York in 2013, while 53% of our students did not meet their targeted benchmarks. We have and currently use data, with support from our ESL teachers, to collaboratively plan instruction with classroom teachers to remediate identified areas of need such as main idea, making inferences, comparing and contrasting, language conventions, and discriminating relevant content information during the listening component of the NYSESLAT assessment.

The delivery of native language instruction occurs during our pull-out and push-in programs. During the push-in blocks, native language is used as a mechanism for scaffolding/sheltering content so that students can apply strategies and skills taught. During our pull-out blocks, native language is used more frequently to scaffold/shelter content so that students can successfully apply strategies and skills taught.

For example, during both programs teachers use cognates (Spanish) and bilingual glossaries in the content areas. These strategies offer opportunities for students to quickly transfer content from the native language to English. Additionally, all classrooms are print-rich. For instance, word walls include visuals and spanish cognates. Concurrently, classroom libraries serve as a source for native language development.

To further support native language development, we are using the Spanish DRA-2 reading assessment to test our Spanish speaking students' native language proficiency. Based on the data, we provide students with guided reading in Spanish on a case by case basis using Scholastic Guided Reading Program. Research suggests that if a child is literate in their native language, English acquisition is

more likely to occur quickly.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

To service our ELL students within the Response to Intervention framework, data is gathered from multiple sources to serve as a basis of progress monitoring. Universal screening data sources consist of DRA-2 in English and Spanish and DIBELS. Additionally, progress monitoring sources entail the application of running records, unit-based pre- and post- assessments and small group and individual notes.

These assessment systems and structures serve the primary function of ensuring that every student is provided support and intervention services before being referred to the special education committee for learning disabilities. This will encompass a cyclical process consisting of the examination of achievement at the classroom level, use of multiple sources of information, the analysis of data through a language acquisition lens, the design and implementation of targeted support and monitoring progress to amend and inform teaching practices.

This targeted support occurs in a number of ways. In conjunction with City Year, a partnering organization of the school, students receive more focused literacy instruction. Additionally, targeted students have been selected to participate in newly-created school clubs such as the School Newspaper Club and the Graphic Novel Book Club.

Intervention services consist of the following as students move from Tier I intervention services to Tier III intervention services:

A. Tier I instruction is delivered by all classroom teachers and consists of whole group data-driven lessons, small strategy group work, and one-on-one intervention during conferencing. Each learning opportunity is designed with intervention strategies targeting students' individual needs and addresses the five pillars of reading instruction; phonemic awareness, phonics and concepts of print, fluency, vocabulary acquisition, and comprehension. Such strategy instruction consists of Super Kids phonics instruction, Foundations instruction, choral reading readers' theater, partner reading, sight-word fluency drills, rhymes and pattern instruction, vocabulary development, and guided reading instruction. Note these reading instruction and strategies are also implemented during Tier II instruction with a time allocation of an additional half hour. Student progress is monitored through formative assessments such as conference notes, weekly strategy checklists, and end-of-unit performance tasks.

B. Tier II literacy intervention is delivered by all P.S. 154x pedagogues as well as City Year Corps members and Y-School YMCA tutors. Interventions consist of guided reading, small group strategy lessons, fluency building drills, and Foundations instruction and is provided for thirty additional minutes outside of the literacy block and during extended day. English language learners also receive Spanish language guided reading instruction through our early bird program delivered by certified ESL teachers for thirty minutes each session.

C. Tier III intervention is delivered by the reading recovery reading specialist at P.S. 154x. In addition, key members of the P.S. 154 community have been trained in an additional reading intervention program called Reading Response in order to service students at this tier. Student progress is assessed on a daily basis using Reading Recovery and Reading Response assessments. DRA-2 scores are also used to determine student progress as compared to their peers.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Students who test far below grade level on the English DRA2 are tested with the Spanish DRA2. Periodic testing, thereafter, using both the Spanish and English DRA2 occurs to monitor students' second language development. The use of Google Translate and cognates will facilitate the transfer of content from Native languages to English. Additionally, the use of visual literacy (images) to present content (i.e., vocabulary words) fosters both native and second language development. This measure is also supported by our use of Visual Thinking Strategies to foster critical thinking skills and content vocabulary in both the native language and English. Finally, the use of DRA-2 in Spanish will also offer information regarding the gap between a child's native language and English. Data used to make instructional decisions include ATS, State ELA and Math assessments, DRA in English and Spanish, DIBELS and NYSESLAT scores.

7. 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?

Not Applicable:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- Success is evaluated through multiple sources of information. These include using DRA-2 data (baseline, midline & endline) in English to evaluate students' ongoing progress. This has been chosen as one of the "Measures of Student Learning" (MOSL). Grade level teams, in conjunction with ESL teachers, set reading proficiency goals based on DRA running records. To evaluate progress specific to English Language acquisition, we use the NYSESLAT, focusing on movement between proficiency levels. To evaluate content acquisition through literacy, we employ the use of the New York State Math and English Language Arts (ELA) assessments, also focusing on level to level advancement. School goals include: increasing the percent of ELLs school wide reading on or above grade level between September and June by 5% and increasing the percent of ELLs who achieve proficiency on the NYS ELA and NYS math assessments by 5%. These measures assist in reaching Annual Yearly Progress targets.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 - All students who are new admissions to P.S. 154 receive a Home Language Identification Survey (HLIS). As the admission paperwork is processed, HLIS interviews are conducted by a faculty member with ESL and/or bilingual certification. Both ESL teachers, Mrs. Greene and Mr. Kosak are licensed ESL teachers, and Mrs. Greene speaks Spanish fluently. If the parents' responses on the HLIS indicate that the student is a speaker of a language other than English, the student is informally interviewed in both their native language and English to determine language proficiency. If a student does speak a language other than English, the child is then administered the LAB-R. Mrs. Greene or Mr. Kosak 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 days, weekly reports are generated using ATS (RADP/RLER).

To ensure that parents are aware of program options, an orientation is conducted in the parents' native language, occasionally utilizing the Department of Education's Translation and Interpretation Unit. Our parent coordinator, Mrs. Brown, recruits ELL parents to participate in the Parent Association, ensuring an opportunity to participate in the academic and social success of their child. The results of the orientation are then recorded on the ELPC screen in ATS. Accordingly, both ESL teachers work closely with the principal to ensure that all eligible students are tested using the LAB-R and Spanish LAB.
- 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.
 - We conduct an orientation in the fall with newly enrolled ELLs and on an on-going basis as new students are admitted with all

parents of English Language Learners. Reminders are sent home in Spanish and English a week before to ensure maximum participation. During this meeting, ESL teachers, Mrs. Greene or Mr. Kosak, explain the program options and show families and guardians the video provided by the Department of Education for English Language Learners. The video is shown in the parents' native language(s). The meeting is delivered in Spanish and English, when applicable. Additionally, we use the Department of Education's Translation and Interpretation Unit to translate the meeting for parents that speak other languages such as Bengali. Parents are able to ask questions and complete the program selection form at the end of the meeting. If parents are unable to attend, we schedule a meeting to go over the process individually. In the event that a parent fails to attend this meeting, the default preference of Transitional Bilingual Education is chosen as the program option.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

In addition to the orientation for new parents, we conduct an ELL workshop for the parents of continuing students. During this meeting, parents are given the continuing letters and fill out a tear-off that shows they have received the information provided. We also send these letters home with the tear-off. Any parent that is not available to attend the meeting is sent the entitlement letter. Additionally, we arrange to meet with parents individually to complete the continuing letter tear-off, Program Selection form and Parent Survey. If a parent is unable to attend, we also use parent-teacher conferences as another opportunity to notify them 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. In addition, the ESL teachers have copies of the entitlement letters, placement letters and selection forms. These documents are stored in a locked room. Copies of the selection forms are also placed in the students' cumulative folder.

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.

Based on the HLIS and LAB-R cut score, we explain to parents their program options in their native language. If a parent's first choice is ESL instruction, students are placed in this program. Letters are sent to the parents regarding placement in both English and their native language. For those parents who have another preference, a letter is provided that directs them to the Integrated Service Center to further explore their preferred program. Parents receive ongoing support in finding their preference. We maintain a secure file of all selection forms, entitlement letters, and placement letters. In addition, copies of the selection forms are placed in students' cumulative folders.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

A representative from the school attends a NYSESLAT administration training session to find out the latest guidelines and updates offered by the Department of Education. We run the RLER, RLAT, RLAB, and RADP in ATS to determine the students that should be tested. The test coordinator develops a testing memorandum outlining the administration dates, proctors, and test modifications. Proctors receive training on the administration of the NYSESLAT.

Subsequent to individually administering the speaking component of the NYSESLAT, the listening, reading, and writing test is administered in two cycles. First, the general ELL population is tested. Then, the test is administered to ELLs who are also categorized as Students With Disabilities (SWD). Days are allocated for make-up testing to ensure that all students have an opportunity to complete all four sections of the test.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- After reviewing the program selection forms and parent surveys, we have noticed that the majority of our parents select English as a Second Language. In the 2010-11 school year, eight (8) forms indicated a TBE preference, five (5) for Dual Language, and sixteen (16) for ESL. In the 2011-12 school year, two (2) forms indicated a TBE preference, zero (0) for Dual Language, and ten (10) for ESL. In the 2012 - 2013 school year, two forms indicated a TBE preference, two forms indicated a preference for Dual Language, and three forms indicated a preference for ESL. This year, two (2) forms indicated dual language, one (1) form for TBE, and two (forms) for ESL.

Presently, we are meeting the needs of the preferred program selection. For both TBE and dual language options, the numbers are not large enough to warrant or enable the creation of either program. However, we will send a letter in English and Spanish to all parents that indicate TBE/DL on their selection when we have sufficient numbers in two consecutive grades. In the event that this trend changes, the school will take appropriate measures to accommodate these students.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

The majority of our ELL population receive instruction through a pull-out model. A small number of students are supported via a push-in model for English as a Second Language services. Primarily, we use the push-in model with our students with disabilities. ESL instructional minutes are delivered between 60 to 90 minute blocks. The required number of minutes are determined by the student's proficiency level according to CR Part 154. Students are grouped heterogeneously. Instruction is further differentiated (Beginner, Intermediate, & Advanced) to address the diverse learners represented in each instructional block.

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)?

During the reorganization process, classes were designed in order to ensure that mandated ESL services would be delivered in an efficient manner. There are two certified TESOL teachers that are assigned to provide mandated ESL services. ESL teachers schedule their session based on the CR Part 154 unit requirements for each student according to their proficiency level. Beginning and Intermediate students receive 360 minutes per week of ESL instruction using the push-in or pull-out model in kindergarten through fifth grade. Advanced students received 180 minutes of ESL instruction with the push-in or pull-out model. Every student receives ELA instruction from a licensed common branch teacher. ELA instruction occurs a minimum of 120 minutes per day.

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 foster language development and meet the demands of the Common Core Learning Standards.

From kindergarten to second grade students receive content area instruction via their classroom and ESL teachers. In grades 3-5 we feature a departmentalized organizational structure. Students are taught math by one particular math teacher. Literacy instruction is separated into two different courses. The first course is titled Literature & Art. During this one hour daily course, students study narrative reading and writing using units of study from TCRWP. Students also critically examine works of art during this period using Visual Thinking Strategies. Here, in particular, students have opportunities to develop content knowledge and vocabulary. The second literacy course in the 3rd - 5th grades is called Research & Information. This course integrates the study of non-fiction reading and writing with social studies and science content. In order to make the content accessible to ELL students, all common branch and ESL teachers deliver instruction using UDL principles including but not limited to hands-on experience, multimedia, and graphic organizers. During pull-out ESL sessions, students are engaged in content-area learning through the use of Santillana Spotlight on English. Elements of the SIOP model are used to assist ELLs in accessing content. The ESL teacher pre-teaches and reviews content-area subjects within a small group setting. Content vocabulary is scaffolded through graphic organizers and thinking maps.

To support areas such as, vocabulary, phonological awareness, fluency, comprehension, simple and complex sentences, verb tense, organization, basic computation skills as well as developing mathematical solutions for word problems featuring multiple steps the following instructional strategies are applied:

- * repeated reading
- * readers' theater
- * choral reading
- * partner reading
- * modeled writing
- * shared writing
- * Independent writing

- * total physical response
- * cognates
- * multimedia
- * graphic organizers / Thinking Maps
- * anticipatory guides
- * double entry-journals
- * collaborative posters
- * math manipulatives

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Spanish speaking students are administered the Spanish LAB to evaluate their native language proficiency. This exam is given once when the student first enters New York City Public School. This year we are using a Spanish DRA-2 assessment tool to measure Spanish proficiency three times (fall, winter, and spring) annually to assess student progress. Additionally, all data collected will be triangulated for trends and remediation measures. We use parents as a resource to also evaluate native language proficiency. Students also have opportunities to take mathematics assessments in their native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

To ensure that all four modalities are evaluated we begin with DRA2 testing (in English and Spanish where appropriate) and DIBELS in grades K - 2. Both of these assessments include all four modalities and utilized a minimum of three times per year. Pre- and post- unit assessments as well as small group and conference notes aid in the evaluation of students' progress in all four modalities of English acquisition throughout the year.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6A. All identified SIFE students who are new comers will be eligible to participate in our early morning literacy program. Newcomers are also invited to attend our early morning computer lab program so that they can work on the Raz Kids computer program.

6B. English language Learners receive instruction that is aligned to the Common Core standards using the pull-out and push-in model during literacy blocks. Newcomers are provided phonics instruction and direct grammar instruction to differentiate for their specific needs; for example, in grades K-2, Foundations is introduced to develop phonological awareness. Further support is provided through guided reading groups, Reading Recovery, and extended day. However, schoolwide academic proficiency is further supported through such measures as drawings with captions, thinking maps, small group strategy lessons and guided reading. This model allows us to effectively use ESL methodologies to make ELA content accessible for students.

6C. The plan for 4-6 year ELLs is consistent with 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. This subgroup receives literacy intervention through an early-morning program.

6D. Currently, we have one long-term ELL who transferred into 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.

6E. Students who are former ELLs will continue to receive support via their classroom teacher or grade teachers (departmentalized grades) to ensure continued success. If deemed necessary, ESL teachers will provide support. To further support former ELLs, the following testing accomodations are applied: extended time, separate location, bilingual glossaries, simultaneous use of English and alternative editions, and oral translation of lower incidence languages. In addition, an early morning program for former ELLs

occurred this fall and centered on inquiry-based projects.

7. 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?

We recognize that ELLs and SWDs 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 in another instructional setting. Every effort is made to customize instruction to meet the cognitive demand of each student. Small group and individualized instruction is offered and the content is differentiated and sheltered to meet each student's current level of proficiency. Additionally, SmartBoards and ELMOs are used in various classrooms to support ELL students to fully access content and strategies taught. Presently, we are using Santillana Spotlight on English in the ESL pull-out program. All ELLs and SWDs engage in Visual Thinking Strategies instruction, a program designed to develop content and vocabulary acquisition. ELL students with disabilities receive additional support using such resources as Wilson Foundations and individualized or small group guided reading.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

This year, P.S. 154 has instituted a small group model of differentiated instruction, where teachers are expected to meet students' individual needs in small, targeted groups. Group content and make-up shift regularly according to students' changing needs. Classroom teachers are making strategic use of all school staff, including paraprofessionals, ESL teachers, the SETSS teacher, Y School staff, and City Year corps members, to ensure that this small group work happens regularly and is effective. Teachers share lesson plans and small group objectives with these other adults.

To further support students who are ELLs and/or Students with Disabilities, supplementary instruction is provided. Extended Day provides a time for more guided reading to take place. In addition, students are invited to various supplementary programs, including early morning open computer lab where students can engage in Raz Kids or ST Math, early morning ESL instruction, after school clubs including the Graphic Novel Book Club, the School Newspaper Club, the Book Buddies Club, the Social Activists' Club, and grade level Math Success Clubs. Starting in February, students will be invited to supplementary Saturday and vacation academies.

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:			

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

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

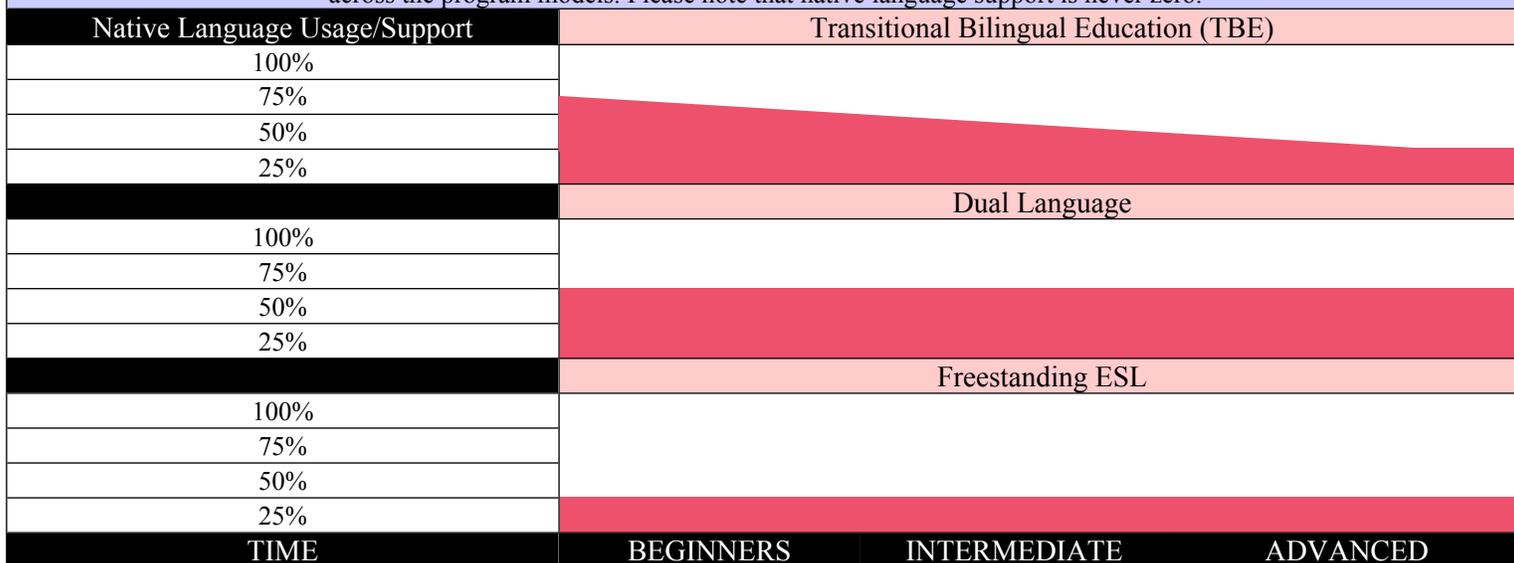
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

9. 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.

At P.S. 154x, a majority of interventions are provided in English; however, in some instances instruction is delivered in Spanish. Students who are at-risk are identified using New York State assessment (ELA, Math & NYSESLAT) results as well as our Respond to Intervention team, which is our primary mechanism for providing intervention services. All classroom teachers are expected to provide Tier I interventions, such as guided reading and small group strategy lessons. Subsequent to receiving a detailed referral from a teacher, our RtI team carefully considers each referral individually and provides support as needed for literacy or mathematics. With respect to Tier II literacy support, out of classroom support staff (City Year, IEP teacher and paraprofessionals) provide support with such resources as Foundations, Words Their Way, Reading Recovery, and Reading Rescue. With regards to mathematics, our partnership with City Year offers opportunities for City Year personnel to provide customized one-on-one data (pre-assessments & end of unit assessments) driven support.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

For the 2012-2013 academic year, we used Santillana Spotlight on English to deliver ESL instruction. As a result, 11 students were able to test out of ESL setting. However, after careful consideration and analysis of our most current state assessment data we will include Leveled Literacy Intervention by Fountas and Pinnell in our ESL instructional program. The following information is based on 2012-2013 State assessment data:

- * On the New York State Science assessment, 4 students scored at levels 3 & 4.
- * On the New York State Mathematics assessment, 0 students scored at levels 3 & 4.
- * On the New York State ELA assessment, 1 student scored at levels 3 & 4.

All teachers are aware that they are teachers of ELLs. This measure is accomplished via workshops presented to the faculty by Mrs. Greene and Mr. Kosak. Meetings are conducted with grade teams to provide strategies on best practices and discuss how best to meet the needs of individual students.

11. What new programs or improvements will be considered for the upcoming school year?

This year we have introduced Visual Thinking Strategies to our instructional programming in grades K - 5. This program is especially meaningful for our ELLs because it provides students a chance to think critically about a painting or photograph while developing their content knowledge and vocabulary. We have also expanded our use of ST Math (a visual computer-based mathematics program) to include grades 2 - 5. This program allows all students, but especially ELLs and SWDs to develop conceptual understandings of math content without having to struggle with language. We have also introduced DRA-2 in Spanish to our assessment platform to assess Spanish speakers in their native language. Finally, this year we will introduce Leveled Literacy Intervention by Fountas and Pinnell to support ESL students in becoming grade-level readers.

12. What programs/services for ELLs will be discontinued and why?

No programs will be entirely discontinued, however LLI will be used in addition to Santillana.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

At P.S. 154x, all ELL students receive applications for afterschool programs hosted by City Year & YMCA. At the beginning of each year parents are informed via informational letters that both programs will be available for an identified amount of students. Subsequent to applying students are invited to attend on a first come, first serve basis. Additionally, we have started several clubs in our school and encourage ELL participation. These clubs include Newspaper, Graphic Novels and Social Activists just to name a few. Both programs provide enrichment activities via project-based learning. Additionally, academic support such as homework assistance is offered to all participating students in YMCA and City Year. Presently, a number of ELL students are participating in these programs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

This year we will begin using Leveled Literacy Intervention (kindergarten through 5th grade) as a supplementary resource for instructing English Language Learners. However, our schoolwide curriculum (kindergarten through 5th grade) consists of using Teachers College Reading and Writing Project (K - 5th), SuperKids (K - 1st), Foundations (2nd - 3rd), Visual Thinking Strategies (K - 5th), Go Math (K - 5th), and ST Math (2nd - 5th). Foundations, Reading Recovery, and Reading Rescue are used strategically, based on DIBELS data and DRA data.

With respect to technology, our students have access to our computer lab. ELL students use RAZ Kids and ST Math in school and at home, which provides greater access for students to enrich mathematical skills and read books on their level, including a comprehension component. Students are given access codes to use both programs at home and track their progress. Further, all students in grades 2 - 5 go to the computer lab for 90 minutes per week to engage in ST Math. Additionally, all students, including ELLs, are invited to use the computer lab from 7:15-8:15 daily to use RAZ Kids or ST Math. Additionally, every teacher has access to Elmos and overhead projectors to deliver lessons based on UDL principles. Presently, we have seven iPads that are accessible to differentiate instruction for learning styles.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language is supported through ESL services. Additionally, instructional supports such as word wall visuals (SmartBoard), cognates and bilingual glossaries transfer content from a child's native language (Spanish) to English. Students have access Spanish language books in ESL classroom libraries. Finally, Google Translate is occasionally used to translate and deliver content to ELL students.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

From grades K-5 we will be using age and grade level appropriate resources to support all ELL students; for example, Leveled Literacy Intervention by Fountas and Pinnell will be used to deliver instruction to all English Language Learners in developing oral language and comprehension skills in order to meet targeted benchmarks. This particular resource is customized to target individual student reading levels. Additionally, Foundations, Reading Recovery, and Reading Rescue will be used to support struggling readers. Accordingly, we will also utilize Go Math as our math curriculum. Within Go Math, there are ESL components that offer suggestions for differentiating/sheltering instruction.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Presently, we do not have a system to support ELL students before the commencement of the academic year. However, we will continue our morning (Early Morning ELL Program) enrichment program for newly enrolled ELL students. This program will offer newly enrolled students foundational support necessary for academic success; for example, students work on letter-sound recognition, oral language development as well as comprehension skills. Additionally, we will offer guided reading in Spanish using Scholastic Guided Reading program throughout the year.

18. What language electives are offered to ELLs?

None at this time.

19. For schools with dual language programs:

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

Paste response to questions here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. During the 2013 - 2014 school year, we are expanding our partnership with the Teachers College Inclusive Classrooms Project. With this collaboration, a staff developer works with classroom teachers in their own classrooms on a one-to-one basis. Cycles of observation, debriefing, and planning allow the staff developer to work with individual teachers specifically around the ways to provide access to the curriculum for all students. Strategies for engaging both English Language Learners and students with disabilities are taught and implemented. Thus far this school year, the TCICP staff developer has worked individually with eleven classroom teachers, all paraprofessionals, and several City Year corps members. By the conclusion of the school year, she will have worked with a minimum of fifteen teachers.

All classroom teachers, both of our ESL teachers, our SETSS teacher, and two specialty teachers work with staff developers from the Teachers College Reading and Writing Project. This year, in order to work towards our goal of increasing the number of on or above grade level readers school wide by 15% and amongst our subgroups of ELLs and students with disabilities by 5%, this work centers on meeting students where they are, delivering meaningful small group and individual instruction, and teaching guided reading effectively.

All K - 5th grade classroom teachers as well as our speech teacher (all of whom work with English Language Learners) receive ongoing professional development around Visual Thinking Strategies. This work centers on engaging all students, regardless of their stage of language development, in critical thought about visual texts. Teachers are taught how to facilitate open-ended conversations, while embedding content information and vocabulary into the conversations that ensue.

All 2nd - 5th grade classroom teachers receive ongoing professional development with ST Math. The work done here centers on challenging and supporting all learners (once again, regardless of their language development) to struggle with and ultimately develop deep understandings of mathematical concepts.

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 the administrative team, subject area teachers, paraprofessionals, bilingual teachers, guidance counselors, special education teachers, the school psychologist, the school's speech therapists, the school's parent coordinator, and others who work with English Language Learners at our school. ESL teachers typically share ELL strategies during grade meetings where content area teachers are present. Strategies shared have included the introduction of QTEL activities such as anticipatory guides and collaborative posters.

2. Our ESL teachers are afforded opportunities to attend conferences such as the TESOL conference and the New York Association for Bilingual Education conference. Both ESL teachers also attend the Network professional development opportunities. Thus far, these have included workshops related to delivering vocabulary instruction so as to facilitate content consolidation into long-term memory. Pertinent information gathered during these workshops are presented to classroom teachers during identified grade meetings. Additionally, schoolwide, teachers have been introduced to Universal for Learning Design for Learning principles so as to differentiate instruction. Additionally, all teachers of ELL students actively utilize Common Core Learning Standards as they plan their units of study.

3. The administration and guidance counselors regularly meet with teachers to discuss the progress of our ELL students. The upper and lower grade guidance counselors see several ELL students for "at risk" counseling sessions. The guidance counselors participate in workshops related to the needs of ELLs throughout the year. ELLs who are transitioning from elementary to middle school are offered workshops to help them complete the middle school application and answer any questions parents may have. In addition, a bilingual teacher is available during these workshops. Students also participate in site visits to a variety of local middle schools. The guidance counselor updates students and parents on middle school open house events and other activities.

4. All teachers are involved in professional development activities during our scheduled monthly professional development meetings. Some of these professional development opportunities are scheduled to address the mandated 10 hour required for special education teacher as well as the 7.5 hours needed for general education teachers. Sign-in sheets are maintained as a record of attendance at these meeting. Topics include analyzing data, scaffolding and differentiating instruction, aligning instruction to the Common Core Standards, using data to plan effective small group and individualized instruction, close reading, and using thinking maps.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. At P.S. 154x, our parent coordinator is available to all parents and guardians. As a liaison between our school and the surrounding community, our parent coordinator conducts a literacy outreach program that meets three times a week, specifically for the parents of ELLs to support them with English acquisition. Additionally, parents are invited and accompanied by our parent coordinator to city sponsored ELL conferences.

In addition, one of our ESL teachers provides monthly parent workshops for parents of English Language Learners. Topics include strategies to use at home, using technology to better understand your child's progress, and helping your student to prepare for the NYS and NYSESLAT assessments.

Finally, the principal holds monthly Principal's Breakfasts. These breakfasts are open to all parents and focus on topics that are useful and relevant to all parents/guardians. Topics thus far this school year have been: behavior management strategies at home and encouraging early literacy skills at home.

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 teachers and ESL teachers are in regular contact with parents regarding their children's progress. Finally, our parent coordinator actively recruits parents of English Language Learners to participate in leadership roles in the PTA and other scheduled activities.

2. As mentioned previously, our parent coordinator offers a literacy outreach program three times weekly to support parents in learning English. Additionally, our partnership with Mercy Center, a community center located within walking distance from our school, provides comprehensive community assistance with regards to ESL and immigrant services program. Additionally, we have partnered with Bronx Resource Center, which focuses on serving Spanish speaking parents whose children have IEPs. We also partner with the United Way. This partnership provides both support for our parents and parent workshops.

3. To support parents in taking an active role in our school community, our parent coordinator acts as a support system and a source of information. Parent needs are evaluated individually and collectively through surveys, available in Spanish and English. Surveys pose questions related to whether or not student assignments are believed to be meaningful; whether or not parents understand the progress reports and report cards that they receive from the school; and whether or not parents feel that their children are safe at school. Our parent coordinator actively utilizes her role on the SLT to express concerns and needs of all parents, including those of English Language Learners. With regards to translation, parents are invaluable resources. Parents provide translation support with such languages as Bengali and Arabic.

4. Both informal qualitative data and parent survey results inform the parent involvement activities that are developed. Parent involvement activities also serve as a social support network for parents, connecting them to the community as well as providing access to necessary resources. For example, using Bronx Lebanon Hospital as a resource, we have provided workshops to parents on health issues such as asthma prevention. ELL parents are also invited to UFT events and DOE workshops on such issues as the selection of schools for exiting 5th graders. Annually, our parent coordinator delivers an informational session on resources available within and outside of our school community; for example, school counselors share resources, mental health (FRIENDS) organizations speak about opportunities and ESL teachers share the Parents Bill of Rights. We also participate in Cookshop for Families, where parents learn healthy eating habits and recipes to ensure each student is healthy physically and cognitively. Again, translation services are provided by bilingual staff or parents from our school community. All parents are also encouraged to participate in fundraising activities through the PTA.

E. 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.

Our current language demographic is as follows: 76% English, 21% Spanish, 2% Various African languages (Afrikaans, Fulani, Hausa, Mandinko, & Soninke), 1% Arabic and Bengali. We use the Home Language Identification Survey (HLIS) to collect this data. Part 3 of the HLIS allows us to assess the language preference of the parent. The questions are as follows: In what language would you like to receive written information from the school? And In what language would you prefer to communicate orally with school staff? Later we generate the RHLA report from ATS to analyze the language needs of our school population. Signage in the school is posted in the languages our parents speak. We use the Department of Education's Translation and Interpretation Unit as a resource to assist parents in need of interpretation services in Fuluani, Afrikaans, Hausa, Bengali, and Arabic. Interpreters are available between 8 a.m. and 5 p.m.

English speakers make up the majority of our student population. The second largest population is Spanish speakers. Furthermore, we have a variety of African languages represented, one Arabic speaker, and one Bengali speaker. The HLIS is placed in each student's cumulative folder. Teachers review all documents related to their students in the cumulative folder. Moreover, all in our school community have access to copies of the HLIS in the main office. In addition, the LAP committee reviews the languages represented in our school and develops strategies to address the needs of our students and parents.

Information provided to our parents will be translated in writing. We will use bilingual staff to translate for our Spanish population. In addition, we will use Google translate to translate Arabic, Afrikaans, and Bengali. Both of these resources are available in house, which will ensure that the information is provided to the parents in a timely manner.

We provide oral interpretation services to our school community. Our bilingual faculty and staff address the needs of Spanish speakers. Parent volunteers that speak Soninke and Mindingko assist us when a parent needs clarification or assistance related to their child's education. Additionally, we use the phone service provided by the Department of Education's Translation and Interpretation Unit for Bengali, Arabic, Afrikaans, Fulani, and Hausa.

It is a priority to communicate effectively with our parents. We make translation services available to the greatest extent possible in all aspects of the school community. For example, translation is available during registration, Open House, IEP meetings, parent conferences, etc. Additionally, we have a translation headset that allows for simultaneous translation during meetings. The parent coordinator and ESL teacher provides a workshop for the parents on the parent bill of rights and responsibilities and how to access translation services in the community and online. Written materials in the parent's native language is available at this meeting. The ELL parents also receive a parent brochure, parent survey/selection form, and notification letters in their native language. Additionally, we have developed a school website where we provide parents with access to information in their native language. Furthermore, the use of Google translate will allow parents to access and view content in their native language. To further support content acquisition parents will also be trained to convert the internet into their native language. We use the Department of Education's website to obtain translated information for the ELL orientation. Any notices or upcoming events are translated for the parents that speak a language other than English. We also use signage from the Department of Education's Interpretation Services to welcome and inform our parents.

Part VI: LAP Assurances

School Name: Jonathan D. Hyatt

School DBN: 07X15

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alison Coviello	Principal		1/1/01
Rajendra Jimenez-Jailall	Assistant Principal		1/1/01
Michelle Brown	Parent Coordinator		1/1/01
Heather Greene	ESL Teacher		1/1/01
	Parent		1/1/01
Michael Kosak/ESL	Teacher/Subject Area		1/1/01
Sonelis Severino/3 rd Grade	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 07X154 School Name: Jonathan D. Hyatt

Cluster: 4 Network: 408

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

Part A: Needs Assessment Findings

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

Our current language demographics are as follows: 76% English, 21% Spanish, 2% various African languages (Afrikaans, Fulani, Hausa, Mandinko, & Soninke), 1% Arabic and Bengali. We use the Home Language Identification Survey (HLIS) to collect this data. Part 3 of the HLIS allows us to assess the language preference of the parent. The questions are as follows: In what language would you like to receive written information from the school? And In what language would you prefer to communicate orally with school staff? Later we generate the RHLA report from ATS to analyze the language needs of our school population. Signage in the school is posted in the languages our parents speak. We use the Department of Education's Translation and Interpretation Unit as a resource to assist parents in need of interpretation services in Fulani, Afrikaans, Hausa, Bengali, and Arabic.

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.

English speakers make up the majority of our student population. The second largest population is Spanish speakers. Furthermore, we have a variety of African languages represented, one Arabic speaker, and one Bengali speaker. The HLIS is placed in each student's cumulative folder. Teachers review all documents related to their students in the cumulative folder. Moreover, all in our school community have access to copies of the HLIS in the main office. In addition, the LAP committee reviews the languages represented in our school and develops strategies to address the needs of our students and parents.

Part B: Strategies and Activities

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

Written information provided to our parents is translated. Bilingual staff are used to translate for our Spanish population. We also have purchased a translation headset last year and are able to use it for translation purposes during school meetings, etc. In addition, we will use Google translate to translate written materials into Arabic, Afrikaans, and Bengali where necessary. Because these resources are available in house, which will ensure that the information is provided to the parents 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.

We provide oral interpretation services to our school community. Our bilingual faculty and staff address the needs of Spanish speakers. Parent volunteers that speak Sonike and Mindingko assist us when a parent needs clarification or assistance related to their child's education. Additionally, we use the phone service provided by the Department of Education's Translation and Interpretation Unit for Bengali, Arabic, Afrikaans, Fulani, and Hausa.

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>.

It is a priority to communicate effectively with our parents. We make translation services available to the greatest extent possible in all aspects of the school community. For example, translation is available during registration, Open House, IEP meetings, parent conferences, etc. Additionally, we have a translation headset that allows for simultaneous translation during meetings. The parent coordinator and ESL teacher provide a parent workshop on the parent bill of rights and responsibilities and how to access translation services in the community and online. Written materials in the parent's native language is available at this meeting. The ELL parents also receive a parent brochure, parent survey/selection form, and notification letters in their native language. Furthermore, the use of Google translate will allow parents to access and view content in their native language. To further support content acquisition parents will also be trained to convert the internet into their native

language. We use the Department of Education's website to obtain translated information for the ELL orientation. Any notices or upcoming events are translated for the parents that speak a language other than English. We also use signage from the Department of Education's Interpretation Services to welcome and inform our parents.

2012-13 Comprehensive Education Plan (CEP)

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	DBN: 07X154
Cluster Leader: Chris Groll	Network Leader: Debra Lamb
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 6 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers:

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:

We are a school with a total of 77 ELLs and 5 proficient students. Of these ELLs, 47 students (61%) are newcomers who have been in the country for 0 - 3 years. Two students are SIFE students, and 14 students (18%) are students with disabilities.

We have identified ten students to service with supplementary literacy instruction. Of these ten students, five scored in the Beginner range on the Reading and Writing portion of the NYSESLAT, four scored in the Intermediate range, and 1 scored in the Advanced range. On the 2012 New York State English Language Arts assessment, seven of these students scored a Level 1, one scored a Level 2, and two students were exempt from the exam.

Our intention is to provide supplemental literacy support to these students. Supplemental instruction will take place before or after school for up to five days a week and will consist of native language guided reading and Wilson Foundations or Just Words instruction. For the native language guided reading, we will use sets of Spanish guided reading books. In addition, we would like to purchase a Spanish DRA kit to gain a better understanding of students' Spanish language literacy abilities.

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:

P.S. 154 is working with the Teachers College Inclusive Classrooms Project during the 2012 - 2013 school year to develop expertise on how best to service students with disabilities and English Language Learners. A minimum of 8 lab site days during this school year will allow teachers opportunities to explore effective co-teaching models and various differentiation strategies for students with disabilities and English Language Learners. This year, all co-teaching pairs in the 2nd - 5th grades as well as all teachers of self-contained 12:1 classes and both ESL teachers (totaling 21 teachers) are participating in the work. Our aim is to expand the work to our primary grade teachers during the 2013 - 2014 school year.

We will also purchase Wilson kits to support supplemental instruction of ELL students.

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:

We recently held an Early Engagement parent meeting. At this meeting, many parents were provided with translation headsets and commented on the ease with which they were able to access and participate in the conversation as a result. During the meeting, parents requested parent workshops focused on instruction.

Given this feedback, we would like to purchase a set of translation units so that parents are more easily able to access information during parent workshops and meetings. We will offer a series of technology workshops specifically for parents of English Language Learners as a means to help them navigate the Department of Education website and locate valuable information for parents of English Language Learners. In addition, workshops that inform parents about the curriculum, standardized tests, and instructional methods will be held. Teachers and administrators from P.S. 154 will provide these workshops. We will utilize flyers in two languages to notify parents of these activities. Flyers will be backpacked home with students and posted prominently in surrounding residential buildings. Our partnership with the local community center will support our distribution of these flyers. In addition, phonecalls specifically to parents of English Language Learners will be made before each workshop.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. 		

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		