



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

07X154

School Name:

JONATHAN D. HYATT ELEMENTARY SCHOOL

Principal:

ALISON COVIELLO

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 154 – Jonathan D. Hyatt School Number (DBN): 07X154
School Level: Elementary Grades Served: PK – 5th
School Address: 333 East 135th Street Bronx, NY 10454
Phone Number: 718-292-4742 Fax: 718-292-4721
School Contact Person: Linda Bobbitt Email Address: lbobbitt@schools.nyc.gov
Principal: Alison Coviello
UFT Chapter Leader: Denise Green
Parents' Association President: Victoria Wailes
School Leadership Team
Chairperson: Alison Coviello
Student Representative(s): _____

District Information

District: 07 Superintendent: Yolanda Torres
Superintendent's Office Address: 501 Courtlandt Avenue
Superintendent's Email Address: Ytorres5@schools.nyc.gov
Phone Number: _____ Fax: _____

Cluster and Network Information

Cluster Number: 04 Cluster Leader: Chris Groll
Network Number: 408 Network Leader: Lucius Young

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in [blue ink](#). If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Alison Coviello	*Principal or Designee	
Sonelis Severino	*UFT Chapter Leader or Designee	
Victoria Wailes	*PA/PTA President or Designated Co-President	
Sonia Martinez	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ruthie Escobar	CBO Representative, if applicable	
Rebecca Satty	CBO Representative	
Zuleika Maldonado	Teacher	
Minji Lee	Teacher	
Megan Hallan	Teacher	
Janice Andrews	Parent	
Veronica Corchado	Parent	
Saleemah Durham	Parent	
Geneen Pinckney	Parent	
Diana Rosario	Parent	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 154 services just over 400 children in PK – 5th grade. Sixty percent of our students are Hispanic, and nearly 40% of our student population is Black. Eighty-nine percent of our students are eligible for free lunch. Twelve percent of our students are English Language Learners, and 24% of our students are students with disabilities.

Over the past two years, P.S. 154 has made significant improvements in both school environment and the quality of academic instruction. We work hard to foster and maintain a safe, joyful, and challenging environment for children, staff, and families. We aspire to keep Responsive Classroom values and tenets at the forefront of all that we do. Our collaboratively developed shared vision and mission statement speak to these values:

Shared Vision

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.

Mission Statement

P.S. 154 is a Caring, Accountable, Ready-to-learn environment that is Safe 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.

This year, the two overarching questions that guide all of our work are: (a) *How can we foster and develop students' independence and understanding of themselves as learners?* and (b) *How can we promote a culture of literacy within our school?*

Our professional learning plan, including collaborative walks, inquiry team work, and in-school labsite sessions focus on these two questions.

With the aim of developing a reading community, this year, we have implemented Book-of-the Month assemblies, cross-grade reading buddies, and monthly Read Aloud and D.E.A.R. Wednesdays for families.

With the recent launch of our school website, we aim to showcase the work our school is doing and communicate regularly with parents about upcoming events.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively

responding to the differentiated academic and social-emotional needs of all students

- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

07X154 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	401	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	90.8%	% Attendance Rate		91.5%
% Free Lunch	92.0%	% Reduced Lunch		3.6%
% Limited English Proficient	11.4%	% Students with Disabilities		22.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	4.0%	% Black or African American		32.7%
% Hispanic or Latino	59.2%	% Asian or Native Hawaiian/Pacific Islander		1.8%
% White	2.2%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.5	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		6.21
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.3%	Mathematics Performance at levels 3 & 4		12.6%
Science Performance at levels 3 & 4 (4th Grade)	67.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
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	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	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	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

07X154 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	401	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	90.8%	% Attendance Rate		91.5%	
% Free Lunch	92.0%	% Reduced Lunch		3.6%	
% Limited English Proficient	11.4%	% Students with Disabilities		22.5%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	4.0%	% Black or African American		32.7%	
% Hispanic or Latino	59.2%	% Asian or Native Hawaiian/Pacific Islander		1.8%	
% White	2.2%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.5	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.6%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		6.21	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	7.3%	Mathematics Performance at levels 3 & 4		12.6%	
Science Performance at levels 3 & 4 (4th Grade)	67.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% 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 (2014-15)					
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 (2012-13)					
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	NO	Limited English Proficient		NO	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	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	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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 (2012-13)					
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 (2012-13)					
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				

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# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
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% 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 (2014-15)					
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 (2012-13)					
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	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	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	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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 (2012-13)					
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 (2012-13)					
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				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

1. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
2. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

P.S. 154 currently has a rigorous and coherent literacy curriculum that is aligned across grades and designed to meet the particular needs of all students. Widespread intervention programs during the regular school day, implemented on a daily basis, target students who are reading below grade level:

- Core Literacy: Teachers College Reading and Writing Project units of study in reading and writing (Grades K – 5)
- Early Literacy Skills: SuperKids (Grades K & 1); Sounds in Motion (Grade K); Foundations (Grade 2); Words Their Way (Grades 3 – 5)
- Reading Intervention Programs: Reading Recovery; Reading Rescue; Leveled Literacy Intervention; Recipe for Reading
- Visual Thinking Strategies (Grades K – 5)

P.S. 154 also has a rigorous and coherent mathematics curriculum that integrates inquiry-based Contexts for Learning units with Go Math! units:

- Go Math! (Grades K – 5)
- Contexts for Learning units (Grades 2 – 5; implementation of one spring unit planned for Grades K & 1)
- ST Math (computer-based program) (60 minutes/week in Grades K & 1; 90 minutes/week in Grades 2 – 5)

P.S. 154 has a strong and coherent social studies curriculum in grades 3 – 5. Content learning is integrated throughout the full year with non-fiction units of study in reading and writing. In grades, K – 2, P.S. 154 is currently in the process of developing and enacting social studies units of study. Following the newly published scope and sequence and focusing on the given practices of historical thinking, P.S. 154 is working to deeply immerse students in content so that they may

uncover and deeply understand big ideas.

P.S. 154 currently uses FOSS units of study in science. In grades K – 2, the units of study occur during the regular school day, while science instruction in grades 3 – 5 will occur both during the regular school day and during extended learning time hours.

Teachers meet regularly in data analysis teams and collaborative planning. Meetings occur both within and across grades as well as with service providers and specialty teachers.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014 – 2015 school year, P.S. 154 will **improve and habitualize our processes of data gathering, analysis, and use** in order to target instruction and increase student achievement. Through professional development, data analysis meetings, and collaborative classroom walks, a minimum of 90% of teachers will participate in ongoing progress monitoring (broadly defined as conferring notes, student work, observation notes, and administered assessments) work (as demonstrated by participation logs) and demonstrate data-based planning (as indicated through lesson and unit plans and observations). Through this work, student achievement in mathematics and literacy will increase. A minimum of 60% of students in each class will demonstrate mastery of unit-based mathematics content and mathematical standards of practice (as defined as 75% and higher or Levels 3 & 4) as measured by their performance on unit-based assessments ongoing throughout the year. In literacy, students in grades K – 5 will demonstrate both linear progress (e.g., Level D to Level H) and movement towards closing grade-level benchmark gaps (e.g., Student begins the year reading 6 months below grade level and ends the year reading 3 months below grade level). In each grade, a minimum of 95% of students will demonstrate reading level progress between September 2014 and June 2015 as measured by Diagnostic Reading Assessments throughout the year. Additionally, in grades 1 and 2, a minimum of 30% of students will demonstrate movement that closes grade-level benchmark gaps, in grade 3, a minimum of 20% of students will demonstrate such movement, and in grades 4 & 5, a minimum of 10% of students will demonstrate such movement.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
PROFESSIONAL DEVELOPMENT: <ul style="list-style-type: none"> • TCRWP STAFF DEVELOPERS (GRADES K – 5): FOCUS ON CONFERRING AND SMALL GROUP WORK; FOCUS ON HABITUALIZING DATA COLLECTION AND UTILIZING DATA TO PLAN NEXT STEPS • METAMORPHOSIS STAFF DEVELOPER (GRADES 2 – 5): FOCUS ON ONGOING OBSERVATION; PLANNING AND IMPLEMENTATION OF INQUIRY LEARNING; QUESTIONING; AND STUDENT TALK 	<ul style="list-style-type: none"> • All teacher of literacy in Grades K – 5 • Teachers of math in Grades 2 – 5; teachers 	September 2014 – June 2015	Administrative Team

<ul style="list-style-type: none"> • TCICP STAFF DEVELOPER : FOCUS ON USING DATA TO INFORM NECESSARY SUPPORTS, EFFECTIVE CO-TEACHING MODELS, EFFECTIVE CO-PLANNING MODELS, ICT TEACHER IN GRADES 3 – 5 AS DIFFERENTIATION SPECIALIST <p>School-Based Professional Learning:</p> <ul style="list-style-type: none"> • DATA ANALYSIS MEETINGS (GRADES K – 5): FOCUS ON THE ANALYSIS AND USE OF ADMINISTERED ASSESSMENTS AGAINST A COMMON RUBRIC AND/OR COMMON CORE STANDARDS • COLLABORATIVE WALKS (ALL TEACHERS): FOCUS ON STUDENT INDEPENDENCE AND UNDERSTANDING OF SELF, ONGOING ASSESSMENT METHODS & SMALL GROUP DECISION-MAKING • PEDAGOGY FOCUS MEETINGS (ALL TEACHERS): FOCUS ON STUDENT INDEPENDENCE AND UNDERSTANDING OF SELF 	<p>of math in Grades K – 1 in spring 2015</p> <ul style="list-style-type: none"> • 12:1 K/1/2 AND 12:1 3/4/5, ICT 1ST, ICT 2ND, ICT 3RD (WHOLE GRADE), & ICT 4TH GRADE (WHOLE GRADE 		
<p>In-School Reading Intervention:</p> <ul style="list-style-type: none"> • Reading Recovery • Reading Rescue • Leveled Literacy Intervention • Recipe for Reading 	<p>Below grade level readers in Grades K – 5; Students with Disabilities; English Language Learners</p>	<p>October 2014 – June 2015</p>	<p>Administrative Team</p>
<p>Extended School Time Clubs:</p> <ul style="list-style-type: none"> • Math Success Club • Read Aloud Club • Inquiry Science Club • Social Activists Club • School Newspaper Club • Literacy Through Drama Club • ELL Breakfast Club • Math Club for ELLs • Saturday Academy • Vacation Academies • Read Alliance 	<ul style="list-style-type: none"> • High achieving 3rd – 5th graders • Students with Disabilities 	<p>January 2015 – June 2015</p>	<p>Administrative Team</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Human Resources:
- Teacher leaders facilitate Pedagogy Focus Inquiry Groups
 - Y School Staff, City Year corps members, and paraprofessionals will all be used to implement Reading Rescue
 - The SAVE Room teacher is utilized for Leveled Literacy Intervention
 - Two AIS teachers teach Reading Recovery and Leveled Literacy Intervention
 - The SETSS teacher and two ESL teachers implement guided reading, Leveled Literacy Intervention, and Reading Rescue

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Financial support from the Renewal Schools Initiative is being utilized to pay for TCRWP and Metamorphosis staff development. A Community Schools Grant enables us to have Y School staff in each K – 2 classroom during the regular school day Monday – Friday.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.
 - On a monthly basis, at least 90% of K – 5 teaching staff will have participated in facilitated data analysis and lesson planning at least twice monthly.
 - By January, a minimum of 60% of students on each grade level will have demonstrated reading level progress.
 - By January, a minimum of 15% of students in Grades 1 – 2, 10% of students in Grade 3, and 5% of students in Grades 4 - 5 will have demonstrated grade-level reading benchmark gains.

Part 6b. Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

P.S. 154 has transformed its school culture by fully immersing itself in Responsive Classroom values and ideals. We work to collectively understand our children as individuals who need confidence and a sense of belonging and with whom self-regulation is the aim. Yearly Responsive Classroom summer institutes for the large majority of staff members in our community provide us with shared knowledge and understanding. Responsive Classroom teacher leaders provide beginning-of-year staff development and professional learning study groups during the course of the school year. Our system of Responders on Duty and the SAVE room allows students to receive necessary emotional support during times of crisis. With a peaceful school environment in place, this year we extend our focus to student independence.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

On the 2014 – 2015 school environment survey, at least 80% of teachers will respond with agree or strongly agree to the statement, “At my school, order and discipline are maintained.”

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified	Target Group(s) <i>Who will be</i>	Timeline <i>What is</i>	Key Personnel <i>Who is responsible</i>
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<p>goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<i>targeted?</i>	<i>the start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
<p>RESPONSIVE CLASSROOM PROFESSIONAL DEVELOPMENT: WE WILL DEEPEN OUR WORK WITH RESPONSIVE CLASSROOM STRATEGIES THROUGH TEACHER-LED STUDY GROUPS (FOCUS ON TEACHER LANGUAGE, ACADEMIC CHOICE AND PROBLEM-SOLVING CONFERENCES) AND CONSULTANT WORK (EXPANDING TO PARAPROFESSIONALS).</p>	<ul style="list-style-type: none"> • All teachers and paraprofessionals; City Year; YMCA staff 	<p>June 2013 – June 2015</p>	<p>Administrative Team; School Environment Team</p>
<p>STUDENT BUDDY SYSTEM: P.S. 154'S LUNCHTIME MODEL HAS SHIFTED ITS STRUCTURE THIS SCHOOL YEAR. WHERE STUDENTS HISTORICALLY ATE WITH ONLY GRADE-LEVEL PEERS, UPPER GRADE STUDENTS ARE NOW PAIRED UP WITH LOWER GRADE BUDDIES DURING LUNCH. BUDDIES SIT TOGETHER DAILY TO EAT, PLAY GAMES, REVIEW SIGHT WORDS WITH FLASHCARDS, READ ALOUD TO EACH OTHER, AND DISCUSS THE DAY. IN ADDITION, BUDDY CLASSES MEET IN CLASSROOMS ONCE A MONTH FOR MORE STRUCTURED BUDDY READING TIME.</p>	<ul style="list-style-type: none"> • Students in Grades K - 5 	<p>September 2014 – June 2015</p>	<p>Administrative Team; School Environment Team</p>
<p>PEER MEDIATORS: P.S. 154 WILL CONTINUE ITS PEER MEDIATION PROGRAM, WHERE 5TH GRADE STUDENTS ARE TRAINED TO MEDIATE ISSUES THAT ARISE BETWEEN STUDENTS AT ALL GRADE LEVELS.</p>	<ul style="list-style-type: none"> • Students in Grades 1 – 5. 5th graders are trained as peer mediators. 	<p>September 2014 – June 2015</p>	<p>Guidance Team</p>
<p>R.O.D. SYSTEM: P.S. 154 CONTINUES TO MAINTAIN A "RESPONDER-ON-DUTY" SYSTEM WHEREBY A GUIDANCE COUNSELOR OR ADMINISTRATOR IS AVAILABLE AT ALL TIMES OF DAY TO RESPOND TO SITUATIONS IN WHICH CHILDREN ARE AT RISK OF HARMING THEMSELVES OR OTHERS. OVER TIME, THE USE OF THE R.O.D. SYSTEM HAS DECREASED AND IS LIMITED TO REQUESTS FOR HELP ONLY FOR SOME OF OUR MOST PHYSICALLY VOLATILE CHILDREN.</p>	<ul style="list-style-type: none"> • School wide 	<p>September 2014 – June 2015</p>	<p>Administration; guidance; School based support team</p>
<p>PEACE COUNT-UP: P.S. 154 CONTINUES TO WORK TOGETHER TO MAINTAIN AN ENTIRELY VIOLENCE FREE ENVIRONMENT IN WHICH STUDENTS DO NOT USE PHYSICAL VIOLENCE OR VIOLENT WORDS TO SOLVE PROBLEMS OR COMMUNICATE THEIR NEEDS. WE MAINTAIN OUR COMMITMENT TO CELEBRATING OUR SCHOOL WIDE ACCOMPLISHMENTS TOGETHER WITH COMMUNITY BUILDING DAYS SUCH AS "JERSEY DAY."</p>	<ul style="list-style-type: none"> • School wide 	<p>September 2014 – June 2015</p>	<p>Administration</p>
<p>TOWN MEETINGS: IN ORDER TO BUILD COMMUNITY, P.S. 154 CONTINUES TO HOLD TOWN MEETINGS IN GRADE BANDS. WHERE TWO YEARS AGO, THESE MEETINGS WERE HELD ONCE A WEEK, THEY ARE HELD ONCE A MONTH THIS YEAR. STUDENTS COME TOGETHER TO GREET EACH OTHER, SHARE ACCOMPLISHMENTS AND LEARNING, AND LOOK FORWARD TO THE MONTH AHEAD.</p>	<ul style="list-style-type: none"> • Grades K - 5 	<p>September 2014 – June 2015</p>	<p>Administration</p>
<p>BOOK-OF-THE-MONTH ASSEMBLIES: THIS YEAR, WE WILL BEGIN TO HOLD BOOK-OF-THE-MONTH ASSEMBLIES DURING WHICH STUDENTS COME TOGETHER FOR A READ ALOUD BY THE PRINCIPAL.</p> <p>PRE-KINDERGARTEN PRINCIPAL READ ALOUD IN THE CLASSROOM: ONCE A MONTH THE PRINCIPAL GOES INTO EACH PK CLASSROOM TO READ ALOUD A BOOK TO THEM.</p>	<ul style="list-style-type: none"> • Grades K – 2 and 3 – 5 • Pre-Kindergarten classes 	<p>September 2014 – June 2015</p>	<p>Administration</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Priority/Focus parent monies will be spent to purchase book-of-the-month texts for students to take home and read with their families.

Priority/Focus monies will be used for our ongoing Responsive Classroom professional development.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

NOVEMBER 2014; FEBRUARY 2015: INTERNAL STAFF SURVEYS CONDUCTED (AIM - MINIMUM OF 75% AGREE OR STRONGLY AGREE)

NOVEMBER 2014; FEBRUARY 2015: INTERNAL STUDENT SURVEYS (AIM – MINIMUM OF 75% AGREE THAT P.S. 154 IS A PEACEFUL SCHOOL AND STUDENTS SOLVE PROBLEMS PEACEFULLY)

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
10. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

All P.S. 154 teachers develop unit plans using a Backwards Design methodology. Teachers align units of study with Common Core Learning standards and work to identify multiple points of access for all students to achieve targeted goals. Teachers are currently working to create "think-safe" environments in which children learn how to and practice identifying and stating their own goals and next steps. Teachers utilize ongoing running records and common learning progressions as a tool to analyze students' mastery of the Common Core Learning Standards.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014 – 2015 school year, P.S. 154 will work to **develop students' independence and understanding of themselves as learners**. By June 2015, students in at least 80% of our classrooms will be actively setting standards-based goals for themselves in at least one subject area and able to meaningfully reflect on their progress towards these goals. Progress towards this goal will be measured through classroom observations, the collection and analysis of relevant artifacts, and student surveys.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

1. Research-based instructional programs, professional

Target Group(s)

Who will be targeted?

Timeline

What is the start and end date?

Key Personnel

Who is responsible for implementing and overseeing the

<p>development, and/or systems and structures needed to impact change</p> <p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			<i>activity/strategy?</i>
PEDAGOGY FOCUS INQUIRY WORK: THE FOCUS QUESTION FOR OUR INQUIRY TEAMS IS: <i>HOW CAN WE FOSTER AND DEVELOP STUDENTS' INDEPENDENCE AND UNDERSTANDING OF THEMSELVES AS LEARNERS?</i> TEACHERS WILL COLLABORATIVELY CONDUCT TEACHER RESEARCH AROUND QUESTIONS OF INDEPENDENCE. IN SOME GRADES, THIS WORK WILL CENTER AROUND GOAL-SETTING AND SELF-REFLECTION.	All teaching staff	September 2014 – June 2015	Pedagogy Focus Teacher Leadership Team
TCRWP, TCICP, METAMORPHOSIS: DURING LABSITES AND PLANNING SESSIONS, STAFF DEVELOPERS WILL FOCUS ON THE NATURAL CYCLE OF ONGOING STUDENT WORK ANALYSIS, TEACHER-STUDENT CONFERRING AND SMALL GROUP WORK, GOAL-SETTING, AND REFLECTION.	All teaching staff	September 2014 – June 2015	Administration
DATA ANALYSIS MEETINGS: AS WE WORK COLLABORATIVELY TO ANALYZE STUDENT WORK, WE WILL PLAN OUR OWN FEEDBACK CYCLES WITH STUDENTS AND IDENTIFY GOAL-SETTING AND SELF-REFLECTION TIME.	All teaching staff	September 2014 – June 2015	Administration
COLLABORATIVE CLASSROOM WALKS: DURING OUR COLLABORATIVE WALKS, WE WILL FOCUS ON TEACHER DECISION-MAKING; STUDENT “DOING”; AND STUDENT UNDERSTANDING OF BOTH TASK AND PERSONAL GOALS FOR THE PERIOD, BEND, OR UNIT. DURING POST-WALK DISCUSSIONS WITH THOSE WHOSE CLASSROOMS WERE VISITED AND THOSE WHO WALKED, WE WILL TAKE TIME TO ANALYZE THE DAY’S STUDENT WORK THROUGH A LENS IDENTIFIED BY THE OBSERVERS.	All teaching staff	October 2014 – May 2015	Administration
PARENT INVOLVEMENT STRATEGIES: PRINCIPAL’S BREAKFASTS; FAMILY LITERACY NIGHTS; READ ALOUD AND D.E.A.R. WEDNESDAYS; SCHOOL WEBSITE; STUDENT-LED PARENT/TEACHER CONFERENCES; MONTHLY PARENT NEWSLETTERS		October 2014 – June 2015	Teachers of Grades PK – 5

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

In order to implement this action plan, we will allocate the following funds:

- \$12,500 for TCICP staff development (Priority/Focus funds)
- \$13,000 to support substitutes necessary for professional learning during the school day (Priority/Focus funds)
- \$3,500 for missed preps to support professional learning during the school day (Priority/Focus funds)

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	Title I Basic	Title I 1003(a)	Title IIA	Title III	X	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.								
Financial support from the Renewal Schools Initiative is being utilized to pay for TCRWP and Metamorphosis staff development.								

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 6. Specify a timeframe for mid-point progress monitoring activities.

OCTOBER 2014: BASELINE STUDENT SURVEY CONDUCTED

JANUARY 2015: MIDYEAR STUDENT SURVEY CONDUCTED; ANALYSIS OF EVIDENCE IDENTIFIED IN CLASSROOM OBSERVATIONS CONDUCTED; REVIEW OF RELEVANT STUDENT ARTIFACTS CONDUCTED (AIM: STUDENTS IN AT LEAST 40% OF CLASSROOMS WILL DEMONSTRATE THE ABILITY TO SET STANDARDS-BASED GOALS AND REFLECT ON THEIR LEARNING)

JUNE 2015: END-OF-YEAR STUDENT SURVEY CONDUCTED; ANALYSIS OF EVIDENCE IDENTIFIED IN CLASSROOM OBSERVATIONS CONDUCTED; REVIEW OF RELEVANT STUDENT ARTIFACTS CONDUCTED

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As a school, staff members maintain a clear and cohesive vision of aims and best practices. We believe strongly that children should have opportunities to be a part of a supportive community, growing academic and social self-confidence. We utilize formative achievement data as well as staff, student, and family surveys on a regular basis to gauge the effectiveness of our practices, changing practices when necessary. As we learn and grow together as a community, our shared expertise, ideas, and commitment drive us forward. Providing space and guidance for teachers and paraprofessionals to grow as leaders in our community is an imperative next step.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014 – 2015 school year, P.S. 154 will work to **build staff capacity**. By June 2015, at least 1/2 of the teaching staff will have participated as an instructional leader either through planning and leading professional learning, leading Pedagogy Focus inquiry team learning, facilitating collaborative walks and follow-up discussions, facilitating intervisitations and lesson studies, mentoring or teaching colleagues, facilitating whole conversations around topics of importance, or providing parent workshops.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Pedagogy Focus Teacher Leadership Team: This team of teachers is learning how to and ultimately facilitating meaningful teacher inquiry with their teams. 	Self-selected teacher leaders	July 2014 – June 2015	Pedagogy Focus Teacher Leadership Team
<ul style="list-style-type: none"> • School Intervisitations for Teacher Leaders: Several P.S. 154 teachers are regularly visited by colleagues within our school because their classroom practice is highly effective. In order to continue the growth of these teachers, visits to a school in Manhattan throughout the year are occurring. 	Most highly effective teachers	November 2014 – June 2015	Highly effective teachers
<ul style="list-style-type: none"> • Teacher-Facilitated Professional Learning 	Teachers	September 2014 – June 2015	Administration
<ul style="list-style-type: none"> • Paraprofessional Leadership Opportunities: This year’s Reading Rescue coordinator is a paraprofessional within our school. She leads weekly meetings with Reading Rescue tutors as well as observes and provides feedback during the regular school day to tutors. 	Paraprofessionals	September 2014 – June 2015	Paraprofessionals, City Year, YMCA

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
Title III will be used to support teacher-led parent workshops.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

2. Specify a timeframe for mid-point progress monitoring activities.				
By January 2015, at least ¼ of the staff will have participated as an instructional leader.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

17. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

18. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

By promoting a welcoming school environment for families and developing more consistent and accessible modes of communication about school events and student progress, we ultimately seek to improve student attendance. During the 2013 – 2014 school year, our average yearly attendance was 91.59%. Over a nine year period (04 – 05 to 13 – 14), P.S. 154's attendance rate has maintained a 90 – 92% average yearly rate.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014 – 2015 school year, P.S. 154 will **maintain a 93% average daily attendance rate.**

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Research-based instructional programs, professional development, and/or systems and structures needed to			

<p>impact change</p> <p>4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>5. Strategies to increase parent involvement and engagement</p> <p>6. Activities that address the Capacity Framework element of Trust</p>			
<p>SCHOOL ATTENDANCE TEAM: TEAM MADE UP OF THE PRINCIPAL, GUIDANCE COUNSELOR, ATTENDANCE TEACHER (NETWORK), AND CITY YEAR CORPS MEMBERS. STRATEGIES INCLUDE: DAILY TRACKING OF ABSENT STUDENTS; WEEKLY OUTREACH AND GOAL-SETTING WITH FAMILIES; PARENT EDUCATION; CELEBRATING ATTENDANCE ACCOMPLISHMENTS.</p>	Students with less than a 95% attendance rate	Meets weekly Sept 2014 – June 2015	Principal, Upper Grade Guidance Counselor, Parent Coordinator, Attendance Teacher, City Year corps members
<p>WEEKLY PHONECALLS AND GOAL-SETTING: EACH WEEK, THE ATTENDANCE TEAM IDENTIFIES STUDENTS WITH LESS THAN A 95% YEAR-TO-DATE ATTENDANCE RATE. WE THEN MAKE OUTREACH PHONECALLS TO THESE HOMES IN ORDER TO SET INCREMENTAL GOALS WITH FAMILIES. FOLLOW-UP CONGRATULATORY PHONE CALLS ARE MADE WHEN GOALS ARE MET. FAMILY MEETINGS ARE SCHEDULED WHEN DIFFICULTY MEETING GOALS IS SHOWN.</p>	Students with less than a 95% average attendance rate	Sept 2014 – June 2015	School Attendance Team
<p>CITY YEAR BREAKFAST AND LUNCH BUDDIES: CITY YEAR WILL TARGET STUDENTS WHO ARE PERSISTENTLY ABSENT BY ENGAGING THEM IN BREAKFAST AND LUNCH BUDDY TIME.</p>	Students with chronic absenteeism (less than 80% average attendance rate)	Oct 2014 – June 2015	City Year; School Attendance Team
<p>POOR WEATHER OUTREACH: THROUGH A SERIES OF EARLY MORNING ROBOCALLS ON DAYS THAT ARE VERY RAINY OR SNOWY AND STUDENT AND PARENT EDUCATION AROUND POOR WEATHER ATTENDANCE, WE SEEK TO SIGNIFICANTLY INCREASE ATTENDANCE ON POOR WEATHER DAYS.</p>	Whole school	Nov 2014 – June 2015	Parent Coordinator
<p>SCHOOL WEBSITE: USED AS A VEHICLE TO EDUCATE STUDENTS AND FAMILIES ABOUT THE IMPORTANCE OF SCHOOL ATTENDANCE</p>	Whole school	Nov 2014 – June 2015	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

City Year corps members

Attendance teacher to assist with home visits

Afterschool time for staff/family meetings

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

MONTHLY AVERAGE ATTENDANCE RATES: AIM FOR 93% OR HIGHER

JANUARY 2015: YEAR-TO-DATE AVERAGE ATTENDANCE RATE (AIM – 93% OR HIGHER)

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Bottom 20% of readers/class or grade	Reading Recovery Reading Rescue Leveled Literacy Intervention Recipe for Reading Read Alliance Before and after school clubs; Saturday Academy; Vacation Academy	One-to-one One-to-one Groups of 3 Small groups One-to-one Small groups	During the school day After school Before and after school; Saturdays; Vacations
Mathematics	Lowest third	Before and after school clubs; Saturday Academy; Vacation Academy	Small groups	Before and after school; Saturdays; Vacations
Science	English Language Learners and/or bottom third	Before and after school clubs	Small groups	Before and after school; Saturdays; Vacations
Social Studies	Bottom 20% of readers	Before and after school clubs	Small groups	Before and after school; Saturdays; Vacations
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Outside circumstances; Number of incidents as reported on OORS	At risk guidance	Small groups	During the school day

Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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 instructional** approach in the 2nd – 5th grades. During the 2013 – 2014 school year, we continued 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. Departmentalization according to this model continues during the 2014 – 2015 school year.

Professional learning is a priority at P.S. 154. The administrative team is fully dedicated to supporting educators through high quality professional learning opportunities throughout the school year. Professional learning opportunities are differentiated based upon teachers' strengths and areas for improvement. We also believe strongly in the power of teacher collaboration and collective inquiry as a form of professional learning. 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 student independence and understanding of themselves.

We adhere to the belief that it is imperative to build capacity and leadership from within. Accordingly, a group of teacher leaders worked together over the summer to learn how to facilitate productive team work. They continue to meet to learn about and how to facilitate teacher action research. Staff members also regularly lead professional development sessions throughout the year.

2b. 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 learning is a priority at P.S. 154. The administrative team is fully dedicated to supporting educators through high quality professional learning opportunities throughout the school year. Professional learning is differentiated based upon teachers' strengths and areas for improvement. Professional learning during the 2014 - 2015 school year takes three primary forms: (a) on or off-site conferences or workshops; (b) 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 habitualizing data analysis and planning for effective conferences and small group work.

A staff developer from the **Teachers College Inclusive Classrooms Project** is working in classrooms for 12 days this 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.

Kindergarten through fifth grade teachers of mathematics are participating in **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 IEP/SETSS teacher receives individualized support from the NYS TASC staff developer specifically around writing high 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.

All 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.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are
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		Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	379,221	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	94,666	x	Pgs. 12, 15, 17, 20
Title II, Part A	Federal	149,679	X	
Title III, Part A	Federal	11,202	X	p. 20
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,960,615	X	Pgs. 12, 23

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[P.S. 154, Jonathan D. Hyatt Elementary 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 the school and the families. The 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 the school community. **[P.S. 154, Jonathan D. Hyatt Elementary School]** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The 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 the school. The findings of the evaluation through school surveys and

feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school 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 the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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 and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

[P.S. 154, Jonathan D. Hyatt 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.

- **School Responsibilities**

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent

Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- 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 parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;
- **Parent/Guardian Responsibilities:**
 - monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
 - ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
 - check and assist my child in completing homework tasks, when necessary;
 - read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
 - set limits to the amount of time my child watches television or plays video games;
 - promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports

and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;
- **Student Responsibilities:**
- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn;
- and always aim to be a **Caring** individual who is **Accountable** and **Ready** to learn at all times in an environment that is **Safe** 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language	0									0
ESL	46			22						68

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
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	
	ELL	EP	ELL	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	
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	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
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
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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
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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.

2. 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.

3. 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.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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.

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

1. 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](#).)

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

2. 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. [i](#)

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.

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 accommodations 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:			

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

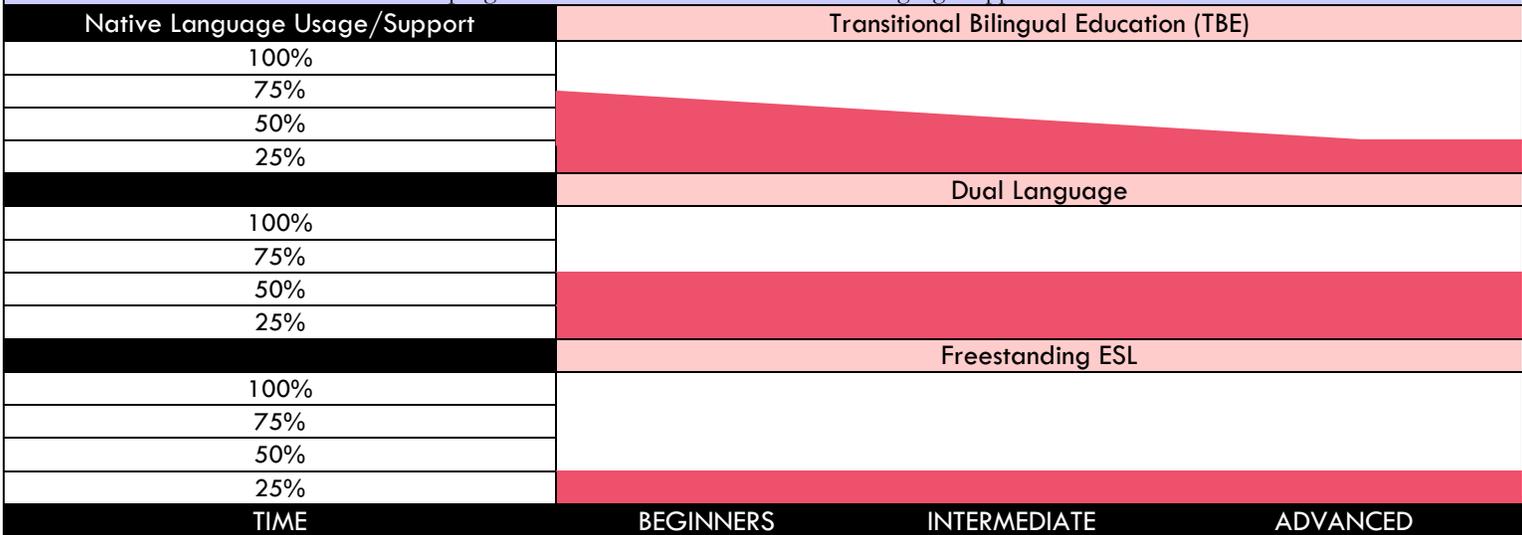
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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. Meeting 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 liason 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 utilize 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: <u>Jonathan D. Hyatt</u>		School DBN: <u>07X15</u>	
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.



Department of English Language Learners and Student Support

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 New York, New York 10007
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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Jonathan D. Hyatt	DBN: 07X154
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
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

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:

After reviewing the 2014 assessment data (NYSESLAT, ELA, Math) we have identified two areas we plan to target using Title III funding. The AMAO Tool Estimator with Early Indicators showed that 35% of our ELLs missed reaching proficiency on the listening subtest. Fifty percent of our ELLs were flagged with level 1 warning risk. Some of the students listed as level 1 risk did not make progress on the NYSESLAT, may have been holdovers within the last three years or scored a 1 or 2 on the ELA. In order to address these needs we plan to hold a literacy breakfast club. The program will service ten students from second and third grade. These students are intermediate and advance on the NYSESLAT, have been flagged at-risk level 1 on the AMAO tracker, and did not reach proficiency on the listening subtest. The program will be held twice a week from November 1 through January 31. The language of instruction will be English. A certified ESL teacher will conduct these sessions with the funds provided. The students will be engaged in read alouds, accountable talk about literature, and meaningful writing activities. We will use a portion of the funds to purchase books to read aloud. Research has shown that read alouds provide the opportunity for students to build background knowledge and have conversations about literature which ultimately deepens the student’s understanding of key concepts. The read aloud allows the students to practice their listening skills while exposing them to new vocabulary and grammar.

The second area that will be targeted is math. Our data shows that 63% of our ELLs scored level 1 on the state Math exam. There are ten fourth and fifth grade students that meet this criterion. 80% of these students made progress on the NYSESLAT. The program will be held three times a week from January 1 – March 31. The language of instruction will be English. The funds will allow us to provide a certified Bilingual teacher to conduct these sessions. The students will be engaged in ST Math, inquiry-based math, and a review of math skills and vocabulary. We will use some of the funds to purchase Contexts for Learning units of study. Overall both components of the Title III program will service 40% of our ELL population.

Part C: Professional Development

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:

The school will provide the Title III teachers professional development opportunities internally as well as externally. Internally, we will use the allotted time during Monday or Tuesday throughout the school year to schedule ELL specific professional development conducted by a certified ESL/Bilingual teacher. We will specifically target new teachers in order to provide them with the required 7 ½ hours to meet the Jose P. regulations. Additionally, we will provide opportunities for teachers with large ELL populations to improve their skills using effective strategies to meet the needs of ELLs. Some of the topics to be covered will include, scaffolding strategies, online resources, DOE resources, and use of aspects of the SIOP when planning for ELLs. Further, our ESL teacher will receive outside professional development offered through the Office of ELLs and Bank Street College. The ESL teacher will turnkey these sessions to the school community.

Part D: Parental Engagement Activities

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

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

Begin description here:

The principal holds monthly breakfast meetings that reach out to ELL parents. Additionally, we will continue to have targeted workshops for ELL parents. Some of the topics that will be explored will include; translation and interpretation services, online resources, preparing for the NYSESLAT, and practical tips to help ELLs at home. The Title III ELL parent workshops will be scheduled during the following months: November, January, March, and June. Parents will be informed about these events through flyers, the school message board and automated phone calls. The information will be communicated in English and Spanish. Translation services will be available at these meetings to ensure that ELL parents have full access to these sessions. For the last 4 years our parent coordinator has provided ESL classes for our ELL parents. She will continue to provide support in literacy to our ELL parents throughout the school year. This group meets on a weekly basis. Additionally, we have a relationship with Mercy Center which provides ESL classes for our parents who are unable to attend the class at our school.

Part E: Budget

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

Allocation Amount: \$_____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <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. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____