



**2015-16**  
**RENEWAL SCHOOL**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(RSCEP)**

<b>DBN: (i.e. 01M001):</b>	<b>07X154</b>
<b>School Name:</b>	<b>P.S. 154 JONATHAN D. HYATT</b>
<b>Principal:</b>	<b>ALISON COVIELLO</b>

## Renewal School Comprehensive Educational Plan (RSCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.S. 154 – Jonathan D. Hyatt School Number (DBN): 07X154  
Grades Served: PK - 5  
School Address: 333 East 135<sup>th</sup> Street Bronx, NY 10454  
Phone Number: 718-292-4742 Fax: 718-292-4721  
School Contact Person: Alison Coviello Email Address: acoviello@schools.nyc.gov  
Principal: Alison Coviello  
UFT Chapter Leader: Kendra Brown  
Parents' Association President: Gladys Maldonado  
SLT Chairperson: Alison Coviello  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Veronica Corchado  
Student Representative(s): To be determined  
To be determined  
CBO Representative: Ruth Escobar

**District Information**

District: 07 Superintendent: Elisa Alvarez  
Superintendent's Office Address: 501 Courtlandt Avenue  
Superintendent's Email Address: ealvarez2@schools.nyc.gov  
Phone Number: 718-742-6500, ext. 1 Fax: 718-742-6548

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
1230 Zerega Avenue, Bronx, NY 10462/One Fordham Plaza, Bronx,  
Director's Office Address: NY 10458  
Director's Email Address: Jruiz2@schools.nyc.gov  
Phone Number: 718-828-7776/718-741-8895 Fax: 718-828-6280

## **Section 2: Executive Summary and Organizing Principles**

### **The Objective**

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

### **The core values held as essential for the success of the School Renewal Program:**

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

### **The organizing Theory of Action that guides the [School Renewal Program](#) strategy:**

*By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.*

### **The arc of the School Renewal Program strategy:**

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

### **Structure of the Renewal School Comprehensive Educational Plan (RSCEP)**

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- 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.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- 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.

## Information on the Framework for Great Schools and the DTSDE

### Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

### The Framework for Great Schools and RSCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Renewal School Comprehensive Educational Plan (RSCEP) 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.

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 Framework for Great Schools 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 and Renewal Committees 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 (5) goals and action plans in response to the first five (5) elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<b>Collaborative Teachers:</b> 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.
<b>Effective School Leadership:</b> 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.
<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<b>Trust:</b> 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 Framework for Great Schools**

In order to address the six elements of the Framework for Great Schools, 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 American Institute of Research (AIR) Needs Assessment, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### **NYSED’s Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### **Title I Requirements and Strengthening Title I Parent Involvement**

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly-qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### **Next Steps for RSCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.
- **Step 6:** 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.
- **Step 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** 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.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

**Directions:** All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk\*.
4. 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. Note: Signature of SLT member indicates participation in the development of the RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Alison Coviello	*Principal or Designee	
X	Kendra Brown	*UFT Chapter Leader or Designee	
X	Gladys Maldonado	*PA/PTA President or Designated Co-President	
X	Sonia Martinez	DC 37 Representative (staff), if applicable	
X	Veronica Corchado	Title I Parent Representative (or Parent Advisory Council Chairperson)	
X	Veronica Vega	Community School Director (staff)	
X		Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X		Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	Janice Andrews	Parent	
X	Geneen Pinckney	Parent	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Mama Naire	Parent	
X	Josie Cruz	Parent	
X	Minji Lee	Teacher	
X	Zuleika Maldonado	Teacher	
X	Megan Hallan	Teacher	
X			
X	Ruth Escobar	YMCA Representative	
X	Brianna Edwards	City Year Representative	
		Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	

## Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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.
2. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

P.S. 154 currently services 392 students in PK – 5 th grade. 56% percent of our students are Hispanic, and 41% of our students are Black. 94% of our students are eligible for free lunch. 11% of our students are English Language Learners. Of this 11%, twenty-five percent are English Language Learners who also have IEPs. Twenty percent of our students are students with disabilities. Of this 20%, 37% are in ICT classes, 28% are in self-contained classes, 14% receive SETSS, and 21% receive related services only. Three percent of our students are living in temporary housing.

Collectively, our staff believes in the imperative that our students read at or above grade level standards so that they may fully engage in rigorous intellectual tasks across all content areas and be prepared to participate meaningfully in college and careers. We believe that increasing students' reading achievement occurs when students are independent thinkers and learners, know themselves as learners, have a passion for literacy; and when our instruction is rooted in purposeful and consistent data analysis; deliberate differentiation for individuals and small groups; and high-leverage intervention. Through this shared belief and practice, students at P.S. 154 have continuously made gains toward closing the achievement gap. The percentage of students reading on or above grade level school wide during the month of September (as per DRA benchmark assessments) went from 35.2% in 2013 to 38.6% in 2014, and is currently at 44.8%. Consequently, during the 2012-2013 school year proficiency levels were at 5% in ELA and 2% in mathematics. By 2013-2014, proficiency levels increased to 8% in ELA and 12% in mathematics. By the 2014-2015 school year the proficiency levels nearly doubled in ELA and mathematics with 18% proficiency in ELA and 21% in mathematics. Staff members at P.S. 154 are committed to this forward trajectory. As evidenced in the data above, teachers' deliberate instruction and differentiation coupled with consistent data analysis to inform small groups have resulted in positive gains.

As outlined in the Six Elements of the Framework for Great Schools. providing rigorous instruction requires an in-depth understanding of where students are, multiple strategies to modify and adapt while maintaining inclusiveness of all learners, and high standards-based expectations. To this end, we believe that skills and strategies must be modeled; instructions must be clear and explicit; more time must be devoted to student "doing" and less time spent on teacher talk; and strategies must be utilized to engage all learners, regardless of their present level of performance, in accessible, meaningful, and appropriately rigorous academic work. We also focus significantly on the process of learning and use the data gathered, assessed, and analyzed throughout the process to identify actionable next steps and targeted small groups.

As a *Responsive Classroom* school, P.S. 154 works 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 in order to continue to build upon the trust amongst all constituents. Our collaboratively developed shared vision and mission statements 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 successful in high school, college, and careers so that, ultimately, they may positively impact their communities.

Over the past three years, P.S. 154 has grown significantly in the area of supportive environment. The school environment has transformed. In Spring 2012, just 13% of teachers responded affirmatively to the New York City School Environment Survey statement, "At my school, order and discipline are maintained." However, in Spring 2015, 93% of teachers responded with "Agree" or "Strongly Agree" to the same statement. P.S. 154 has transformed into a place where learning and literacy are highly valued and care and self-regulation are taught and modeled. Additionally, while P.S. 154 was rated Developing on Indicator 3.4, Culture for Learning, during our 2012 – 2013 Quality Review, we were rated Well-Developed on this same indicator during our 2014 - 2015 Quality Review. This is evidence of the dedication and commitment our staff has made to ensure that the school environment is one that is conducive to learning, supportive, and safe, as outlined in the Capacity Framework for Great Schools.

P.S. 154 has become a collaborative learning environment that values the strengths and leadership of all teachers, paraprofessionals, and CBO partners. We are pushing ourselves to move the degree of trust that exists among us to an even deeper level, where staff members are comfortable giving and receiving critical feedback.

P.S. 154 has also improved the quality and consistency of our instructional program and pedagogy. From 2012 – 2013 to 2014 – 2015, Quality Review indicators 1.1 (Curricula), 1.2 (Pedagogy), and 2.2 (Assessment) increased from Developing to Proficient. Focusing on ensuring high quality and consistent professional learning, we now seek to work towards more collaborative professional learning planning and leadership amongst teachers and administrators.

During the 2014 – 2015 school year, we also made significant improvement in Element 1 of the Capacity Framework, Rigorous Instruction. Using benchmarks and regular goal-setting, we were able to significantly individualize instruction for all students. In addition to offering small group or one-to-one pull-out reading intervention to over 50 children during the course of the school year, teachers ensured the productive use of all adults in the classroom (including paraprofessionals, City Year corps members, and YMCA staff members). In this way, targeted, small group or individual instruction was possible inside of the classroom. During the 2014 – 2015 school year, P.S. 154 tackled the following two questions:

- 1) How can we develop student independence and understanding of self as a learner?
- 2) How can we develop a culture of literacy?

Accordingly, teachers worked on developing students' self-reflection and goal-setting skills, deepening the quality of discussions, as well as reading stamina and volume.

During the 2015 – 2016 school year, we will continue to focus on the development of student independence and self-knowledge while also paying particular attention to our most struggling readers, those readers who are in the bottom 10% of each grade level, inclusive of any English Language Learners and students with disabilities.

During the 2014 -2015 school year, P.S. 154 offered several Extended Learning Time opportunities, including before and after school clubs (2<sup>nd</sup> Grade Skills Club; 3<sup>rd</sup> Grade Math Success Club; 3<sup>rd</sup> Grade English Language Arts (ELA) Success Club; 4<sup>th</sup> Grade Math-Up Club; 4<sup>th</sup> Grade Math Success Club; 4<sup>th</sup> Grade ELA Success Club; 4<sup>th</sup> Grade Inquiry Science Club; 5<sup>th</sup> Grade Math Success Club; Basketball; Drama; and Set-Design), Saturday Academies (1<sup>st</sup> and 2<sup>nd</sup> Grade Skills Academies; 4<sup>th</sup> Grade Math Academy; 4<sup>th</sup> Grade ELA Academy; 5<sup>th</sup> Grade Math Academy; 5<sup>th</sup> Grade ELA Academy), and both February and April Vacation Academies featuring ELA and math support and enrichment.

During the 2015 - 2016 school year, P.S. 154's school day is expanded for all 1st - 5th graders and, thus, runs from 8:15 a.m. - 5:35 p.m. Kindergarten students may opt-in to this expanded day as well. During this time, all Kindergarten - 5th

grade students receive an extra hour (2:35 - 3:35 p.m.) of academic instruction that is targeted to meet their individual present levels of performance. From 3:35 - 5:35 p.m., all students receive music instruction (voice, keyboard, guitar, or African drumming), second language instruction (Spanish, Mandarin Chinese, or Japanese), and sports experiences. Depending on the grade level and student interest, students also engage in a garden and chicken club, drama, set design, science experiments, Abakidz (abacus training) and Newspaper Club. Finally, forty Kindergarten, 1st, and 2nd graders also receive one-to-one reading tutoring during this expanded day time through Read Alliance.

Over the past three years, P.S. 154 has built productive partnerships with both the YMCA of New York City and City Year. Both organizations are a strong presence in our building during the regular school day and the expanded day. Y School staff members work in each Kindergarten, 1st, and 2nd grade classroom throughout the regular school day, and City Year corps members work in each 3rd, 4th, and 5th grade classroom during the regular school day. Teachers and YMCA or City Year staff members work closely to provide differentiated small-group or individual instruction for all students. Teachers actively share lesson plans and expect that Community Based Organization (CBO) members actively partake in the daily assessment process.

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

**Section 5A – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>Core Literacy: Teachers College Reading and Writing Project units of study in reading and writing (Grades K – 5)</li> <li>Early Literacy Skills: SuperKids (Grades K); Sounds in Motion (Grade K); Recipe for Reading (Grades 1 - 5); Words Their Way (Grades 3 – 5)</li> <li>Reading Intervention Programs: Reading Recovery; Reading Rescue; Leveled Literacy Intervention; Read Alliance</li> <li>Visual Thinking Strategies (Grades K – 5)</li> </ul> <p>Zaner-Bloser Handwriting (Grades 1 - 5)</p> <p>P.S. 154 also has a rigorous and coherent mathematics curriculum that integrates inquiry-based Contexts for Learning units with Go Math! units:</p>		

- Go Math! (Grades K – 5)
- Contexts for Learning units (Grades K - 5)
- ST Math (computer-based program) (60 minutes/week in Grade 1; 90 minutes/week in Grades 2 – 5)
- Abacus training (Grades 1 – 2)

Professional learning time on Monday afternoons is dedicated to co-planning and cross-grade collaboration. In addition, all grades have daily common planning periods so they can meet and plan, revise and/or modify unit frameworks, and analyze student work and student data to determine next steps and CCLS-alignment of tasks and assessments.

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 as well as the Common Core Learning Standards 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. We are also currently in the process of developing a minimum of one unit per grade level that fully integrates our school garden and/or our school chicken coop. Thus far, we have developed a 1<sup>st</sup> grade measurement unit that utilizes the school garden and a 5<sup>th</sup> grade mathematics unit on area that utilizes the chicken coop and engages students in thought about how many chickens we can sustain in our chicken coop.

P.S. 154 has started a three year partnership with *Studio in a School* and is now participating in the **Expanding the Frame** program targeting fourth and fifth grade students. This program involves the integration of a Studio in a School (SIAS) artist into the ELA and Math curriculum through weekly co-teaching, co-planning, and mentoring sessions. The intention is for the classroom teacher and the artist to plan together to pick out key topics/units that an authentic arts unit can enforce and support in a way that engages kids through hands-on discovery and discussion. Over the course of the year, the artist and classroom teachers will implement four arts units divided so that two support ELA and the other two support math. The visual arts teacher is collaborating with the teaching artist and classroom teachers in order to develop systems, protocols, and consistent collaboration that will sustain the effective integration of the arts within the core curriculum. The mentorship of the visual arts teacher is intended so that she may be able to replicate this level of integration across grades and beyond the scope of the three year project.

Teachers meet regularly in data analysis teams and for collaborative planning. Meetings occur both within and across grades as well as with interventionists and service providers. During these meetings, teachers follow protocols to look at student work, identify trends and individualized needs, and develop strategies and small groups to target students' needs. In addition, the school's Child Study Team regularly meets to discuss students in need of Tiered interventions within the RtI model. The team is focusing on the lowest performing 10% of each class across all grades K-5. Students' data is closely tracked and monitored in order to make informed decisions about the type of interventions, intensity, and frequency students will have in order to address the need. While the RtI model is intended to address students' academic struggles prior to referrals for special education, the progress of students with disabilities are also being tracked, monitored, and addressed with additional interventions. Intervention programs being used to support the

students in the bottom 10% are: Reading Rescue, Leveled Literacy Intervention (LLI), Reading Recovery, and intense guided reading and strategy groups. The Child Study Team (CST) is comprised of the school's assistant principal, guidance counselor, behavior interventionist, IEP teacher, a general education teacher, and the school psychologist.

## **Part 2 – Summative Vision for Rigorous Instruction**

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

P.S. 154 will continue to utilize all of the curricular programs, including intervention programs, described in Part 1b. In response to the data trend highlighted by the AIR survey, we have added an explicit handwriting and grammar curricular program as well as devoted more structured time to word work in grades 1 – 5. Each student took pre-assessments to determine where explicit spelling instruction will begin for them and what high frequency word lists they will start with. Grade-based teacher teams and content-based teacher teams will work together during their Monday professional learning time to develop Curriculum frameworks and lesson plans that are inclusive of all learners reflecting various levels of learning based on specific needs within each class. Through the use of baseline assessments teacher will be able to tailor the Teachers College Reading & Writing Project (TCRWP) and Go Math units of study to meet students' individual needs while still maintaining the integrity of the complexity of each task/lesson. Given that small group work is a major component of each literacy and math workshop, teachers will identify which additional co-teaching models would best support specific lessons and groups of students. Teachers will engage in regular and consistent guided reading sessions in order to make gains in closing grade level literacy benchmark gaps.

Pedagogy across classrooms will emphasize assessment-based differentiation, student “doing,” and student independence. Daily lessons will incorporate regular conferencing in order to monitor and track students' progress. Strategy groups, guided reading groups, and additional interventions will be determined using the data gathered from daily instruction and formative assessment (conferencing). Teachers will focus on setting goals with students and ensuring students are regularly aware of their goals through the use of data trackers and conference notes, collectively develop action plans to reach these goals, and regularly meeting with students to assess progress. In this way students become more accountable for their learning, develop metacognition, and continue to build independence as learners.

During Expanded Learning Time (1 hour per day), students will engage in social studies and science instruction; handwriting, grammar, and word work; and targeted ELA and math support and enrichment. In addition, during the expanded day (2 hours per day), students will all receive language, music, and sports instruction. Others will receive abacus training, sports, drama, set design, and gardening. Finally, some Kindergarteners, 1st, and 2nd graders will receive 1-to-1 reading tutoring during this time through Read Alliance.

Consistent cycles of inter-visitation, collaborative walks, inquiry, and planning and data analysis meetings as well as responsive and individualized professional development opportunities will help us work towards consistency across the school. Through these collaborative discussions we will establish a clear and concise definition of rigorous standards-based instruction, identify effective pedagogical approaches that are inclusive of various learners and learning modalities, and ensure a common language is established framing what high expectations for students and high expectations for teachers are. Through the collaborative walks, teachers will play a pivotal role in consensus building throughout the school and collectively identify trends and disconnects throughout our building in order to identify specific needs around professional learning for different staff members or groups of staff members. In this way, teachers will actively contribute to their own professional development while also building the capacity of a cohort of lead teachers.

P.S. 154 utilizes the following school wide assessments to monitor and measure student growth:

DRA2 – August (Summer Quest participants only), September, January, June. These DRA2 results will be measured against the standardized Teacher's College benchmark reading levels

- Running Records – every 4 – 6 weeks in grades K – 2; every 4 – 6 weeks for below benchmark readers in grades 3 – 5
- High Frequency Word assessments – every 4 – 6 weeks in grades K - 5

Spelling assessment - September, January, June in grades 1 - 5

- CCLS aligned fall and spring benchmark assessments in grades 3 - 5
- Pre- and post- unit-based reading and writing performance tasks in grades K - 5

### **Part 3 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, at least 20% of first, second, and third graders and 10% of fourth and fifth graders will demonstrate movement that closes grade-level benchmark gaps between September 2015 and June 2016. We aim to have at least 95% of students in grades K - 5 demonstrate reading progress between September 2015 and June 2016.

### **Part 4 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><b><u>Professional Development:</u></b></p> <ul style="list-style-type: none"> <li>• <b>TCRWP staff developers (Grades K – 5) :</b> Focus on conferring and small group work; focus on habitualizing data collection and utilizing data to plan next steps; focus on guided reading for 2<sup>nd</sup> and 3<sup>rd</sup> grade as well as new teachers</li> <li>• <b>Visual Thinking Strategies (PK – 5):</b> Focus on developing student vocabulary, critical thinking, and talk.</li> <li>• <b>Generation Ready (PK):</b> Focus on developing thematic units and a responsive learning environment.</li> </ul> <p><b><u>School-Based Professional Learning:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Data Analysis Meetings (Grades K – 5):</b> Teams focus on the analysis and use of administered assessments against a common rubric and/or Common Core Standards</li> <li>• <b>Collaborative Walks (All Teachers) :</b> Focus on student independence and understanding of self, ongoing assessment methods &amp; small group decision-making; 2015 – 2016 Effort to engage teacher leaders as co-facilitators of walks</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers of literacy K – 5<sup>th</sup></li> <li>• Teachers of math in grades K – 5<sup>th</sup></li> <li>• All VTS teachers (PK – 5<sup>th</sup> )</li> <li>• All PK teachers and paraprofessionals</li> </ul>	<p>September 2015 – June 2016</p>	<p>Administrative team; outside staff developers; lead teachers</p>

<ul style="list-style-type: none"> <li>● <b>Pedagogy Focus Meetings (All Teachers):</b> Focus on strategies for struggling readers; 2015 – 2016 Focus on teacher choice and cross grade teams</li> <li>● <b>Common Planning Periods:</b> Focus on differentiating learning opportunities that provide all learners access into the curriculum. Develop strategies and tools for struggling readers.</li> </ul>			
<p><b><u>Reading Intervention:</u></b></p> <ul style="list-style-type: none"> <li>● Reading Recovery</li> <li>● Reading Rescue</li> <li>● Leveled Literacy Intervention</li> <li>● Recipe for Reading</li> <li>● Read Alliance</li> </ul>	<p>Below grade level readers in grades K – 5; students with disabilities; English Language Learners</p> <p>Bottom 10% of mathematicians in grades 3 - 5</p>	<p>October 2015 – June 2016</p>	<p>Child Study Team; Interventionists; Reading Rescue Coordinator; SETSS teacher; Read Alliance lead teacher; Administration</p>
<p><b><u>Extended Learning Time</u></b> will provide increased social studies and science instruction; handwriting, grammar, and word work; ELA and math support (2:35 - 3:35) and enrichment; music, language, drama, sports, and gardening (3:35 - 5:35).</p>	<p>All students</p>	<p>September 2015 – June 2016</p>	<p>Expanded Day Advisory Team</p>

**Part 5 – Budget and Resource Alignment**

<p><b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human Resources:</p> <ul style="list-style-type: none"> <li>● Teacher leaders facilitate Pedagogy Focus Inquiry Groups, collaborative walks, classroom intervisitations to analyze and collaborate on the use of strategy groups, guided reading groups, and literacy stations developed to build fluency and vocabulary and language acquisition.</li> <li>● Y School Staff, City Year corps members, and paraprofessionals will all be used to implement Reading Rescue</li> <li>● The SAVE Room teacher will be utilized for Leveled Literacy Intervention</li> <li>● Two AIS teachers will teach Reading Recovery and Leveled Literacy Intervention</li> </ul>

- The SETSS teacher and two ESL teachers will implement guided reading, Leveled Literacy Intervention, and Reading Rescue

Financial Resources

- Per session funding for teachers and AP to work the expanded day, Saturday Academies, and Vacation Academies
- Per diem funding for substitutes (inclusive of substitutes to be used during in-school professional learning time)
- Missed prep funding to pay teachers for professional learning time that occurs during preparation periods
- TCRWP professional development services
- Metamorphosis professional development services
- Abacus training
- Generation Ready Staff Developer will be funded by the United Way of New York City

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I SWP</b>	X	<b>Title I TA</b>		<b>P/F Set-aside</b>	X	<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>	X	<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>	X	<b>Other</b>

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016:

- at least 10% of 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> graders will demonstrate reading level growth since September 2015 that closes grade level benchmark gaps by 3 months or more
- at least 5% of 4<sup>th</sup> and 5<sup>th</sup> graders will demonstrate reading level growth since September 2015 that closes grade level benchmark gaps by 3 months or more

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

**Section 5B – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul> <p>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 use SAVE room allows students to receive necessary emotional support during times of crisis. Student mediators lead the work of promoting peace, kindness, and respect. Consistency and a seamless transition between the school day and the expanded day program with regard to a Responsive Classroom approach and Responsive Classroom practices is needed in order to maintain the positive culture P.S. 154 has established.</p>		

**Part 2 – Summative Vision for Supportive Environment**

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

- How would you want school stakeholders to describe the school?
- What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?

3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

P.S. 154 adopted a Responsive Classroom framework of social-emotional learning in September 2013. The Responsive Classroom values and tenets guide all that we do. Through daily Morning Meetings; interactive modeling; shared rule creation; reminding, redirecting, and reinforcing language; as well as logical consequences, we seek to build an inclusive community where students are self-confident and able to self-regulate.

It is our hope that stake holders describe the school as joyful, focused, and peaceful.

We have two primary CBO partners: the YMCA and City Year. These partners are fully integrated into our instructional classroom work. While all CBO day staff learn how to follow Responsive Classroom tenets, we will include all expanded day CBO staff in similar learning so that the social-emotional support is fluid throughout the regular and expanded school day. In addition, our CBO partners will work with us to increase student attendance and target students' individual needs. They will act as role models with diverse educational experiences and future aspirations. Both CBO partners will partake in deliberate learning opportunities that foster student voice and student choice, provide clear expectations for learning and peer interaction, and provide explicit modeling of these expectations.

During the 2013 – 2014 school year, we had student peer mediators. In addition, all 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders acted as lunch time and reading buddies. While we will continue these structures during the 2015 – 2016 school year. We will also develop a PK Buddy Reading Team of 2nd, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders and a student council. These experiences provide students with leadership opportunities as well as opportunities to hold each other and themselves accountable for their learning.

We will measure social-emotional development through internal student surveys as well as tracking the number of incidents that occur (as reflected on OORS) compared to incidents reported last year.

When looking at internal student surveys, we seek to understand students' perceptions of the overall learning environment, inclusive of the expanded day. We seek to understand how they view themselves and their peers.

In 2014 – 2015, our Average Yearly Attendance rate was 92.9%. This is an increase of 1.2% since the 2013 – 2014 school year. Our attendance team meets weekly to develop individualized action plans to reduce the number of absences and lateness amongst students categorized as chronically absent or chronically late.

### **Part 3 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, at least 80% of teachers will earn an overall average of 3.0 or higher in Components 2a (Creating and Environment of Respect and Rapport) and 2d (Managing Student Behavior) as measured by ADVANCE observation ratings.

**Part 4 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engage families and expand their understanding of a supportive environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><b>Responsive Classroom Professional Development:</b> Four new teachers attended the Responsive Classroom Level I Institute during Summer 2015 to understand the principles of the Responsive Classroom approach. In addition, our whole staff deepened our study of teacher language through a one day intensive with our Responsive Classroom (RC) staff developer in August 2015.</p> <p>YMCA and City Year training intensives: Given our collaboration with the YMCA and City Year both during the regular and expanded school day, the quality of professional development that these staff members receive is paramount. Beginning-of-year teacher led intensive learning days will be held. All CBO staff will be required to spend a portion of their work day in classrooms with RC trained teachers. In addition, both CBOs will participate in weekly training sessions led by both school-based administrators and the Community School Director on RC practices with particular attention to "teacher language" and logical consequences.</p>	<p>All teachers with a particular focus on new teachers, those who have never before attended RC Institutes, and others whose Advance observations indicate a need.</p>	<p>July 2015 – June 2016</p>	<p>Administration; Responsive Classroom staff developers; CBO leadership team</p>

School Aide Training Intensives: In order to facilitate lunch periods that are aligned to school beliefs and values around social-emotional learning and development, administrator-led Responsive Classroom training sessions will be held with school aides.			
<b>Mentoring Program:</b> All first and second year teachers will be assigned to an experienced teacher to receive mentoring supports (e.g. inter-visitations, critical thinking partner, etc.) around Responsive Classroom techniques (e.g. effective teacher language, explicit modeling, giving logical consequences to undesired behaviors).	All first and second year teachers in need of explicit modeling of the Responsive Classroom approach and guiding principles.	September 2015-June 2016	First-second year teachers, experienced effective and highly effective teachers, administrative team
<b>Rtl Committee:</b> The Rtl team will work collaboratively with classroom teachers to develop tiered interventions for students lacking appropriate behavioral skills needed to successfully access instruction.	All first year teachers in need of explicit supports around creating effective learning environments; All teachers in articulating grades, and classes with new registrations given they will receive children who may not be familiar with RC principles, and may therefore, need supports.	September 2015-June 2016	Rtl team (Assistant Principal, School Psychologist, Guidance Counselor, IEP Teacher, General Education Teacher, Save Room Teacher/Behavior Interventionist),
<b>Student Buddy System :</b> We will continue our student buddy system that we began during the 2014 – 2015 school year. Kindergarten and third grade students, 1 st and 4 th grade students, and 2 nd and 5 th grade students will eat lunch together daily and read in each others' classrooms once a month.  This year, we will also elect a group of 2nd, 3 rd , 4 th , and 5 th grade readers to go into our PK classrooms once a month to buddy read.	Students in Grades PK – 5.	September 2015 – June 2016	Administrative Team, SAVE Room Teacher
<b>Peer Mediators:</b> We will continue our Peer Mediation program. Through this program, fifth graders are trained to mediate conflicts between students in any grade.	Students in grades 1 – 5; 5 th graders are trained as mediators.	September 2015 – June 2016	Guidance Team
<b>R.O.D. System:</b> P.S. 154 continues to maintain a “Responder on Duty” system whereby a guidance counselor or an administrator is available at all times of day to respond to situations in which children are at risk of harming themselves or others.	School wide	September 2015 – June 2016	Administration; Guidance; SBST

**Part 5 – Budget and Resource Alignment**

**Part 5a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources

- Responsive Classroom teacher leaders
- Guidance Team
- Community Schools Director
- CBO Staff

Rtl Team

Financial Resources

- Responsive Classroom Professional Development

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>	X	<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, at least 50% of teachers will currently be earning an overall average of 3.0 or higher in Components 2a (Creating and Environment of Respect and Rapport) and 2d (Managing Student Behavior).

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

**Section 5C – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources.</li> </ul> <p>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 build and share ideas and practice identifying and stating their own goals and next steps. Teachers utilize ongoing running records and common learning progressions as tools to analyze students’ mastery of the Common Core Learning Standards in literacy as well as benchmark assessments, exit slips, and performance tasks in mathematics.</p> <p>While we received a Proficient rating for Indicator 4.2 on our Spring 2015 Quality Review, both AIR Assessment data and United Way survey data indicate the need for us to improve the following aspects of our collaborative, professional learning culture:</p> <ul style="list-style-type: none"> <li>Collaborative inquiry must provide choice so that teachers can be more invested in their own professional learning</li> <li>Professional learning must provide a space for all teachers to both share their own practices and visit each others’ classrooms to learn and provide constructive feedback</li> </ul> <p>Overall, we seek to develop a deeper level of trust amongst staff that reaches beyond the surface level and takes us to a space where constructive feedback is fluidly voiced, received, and acted upon. By providing teachers with professional learning opportunities they have self-identified in addition to professional learning opportunities that address school-wide needs (close grade level benchmark gaps), we are fostering a community of trust amongst learners and colleagues.</p>		

## **Part 2 – Summative Vision for Collaborative Teachers**

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

Teachers on each grade level meet during common preparation periods. During these periods, teacher teams plan and analyze data together. Teachers also currently meet in grade level inquiry teams to measure student growth and level of effectiveness of specific pedagogical techniques. During the 2014 – 2015 school year, the focus of these teams was on student independence and knowledge of oneself as a learner. The focus during the 2015-2016 school year will be on effective strategies for struggling readers (bottom 10% of the class).

Four collaborative walks were run during the 2014 – 2015 school year and four will be conducted this school year in order to identify school-wide trends and needs and ensure there is consistency in language and expectation throughout the school. YMCA Tutors and CY Corp members will participate in at least one walk each this school year in order to ensure there is consistency in language, expectation, and active involvement throughout both in-class CBO partners. Data gathered from these walks will be used to help develop consistency and cohesiveness between class and CBO partnerships throughout the school.

During the 2015 – 2016 school year, we will continue to provide common planning periods. We will also make professional learning more purposeful by providing:

- teacher choice of professional learning opportunities
- diverse opportunities for leadership amongst effective and highly effective teachers
- protocols to promote deeper conversations and more authentic levels of trust amongst all adult learners

During the 2015-2016 school year, we will continue to assign YMCA tutors and CY Corp member in each classroom across grades K-5 to support teachers' plans for targeted small-group instruction. With CBO supports, teachers will be able to target lagging skills amongst our most struggling learners and bottom 10% of the class. Teachers will target these lagging skills through the use of intensive guided reading and math groups. Tutors and Corps members will also utilize strategies and practices received from training from the Reading Rescue intervention.

## **Part 3 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

On the 2015 – 2016 School Environment Survey, at least 95% of teachers will respond with "agree" or "strongly agree" when asked whether their professional learning experiences "included opportunities to work productively with colleagues in [their] school."

**Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p><b>Pedagogy Focus Teams:</b> During the 2015 – 2016 school year, inquiry work will focus on developing our most struggling readers and mathematicians. Instead of working in grade level teams as we have done in the past, teachers will choose their teams based on interest and self-identified need in particular sub categories.</p>	<p>All teachers</p>	<p>September 2015 – June 2016</p>	<p>Pedagogy Focus Team leaders, Administration</p>
<p><b>Collaborative Walks:</b> During the 2015 – 2016 school year, collaborative walks will continue to focus on student independence, understanding of self as learners, and goal setting with a particular focus on opportunities and structures in place to support the bottom 10% of each class, ELLs, and SWDs. Discussions and analyses from these walks will be framed around how teachers, support staff, and CBOs are collaborating to effectively create learning environments that foster independence amongst students. Teachers will lead most collaborative walks and facilitate conversations between observers and those observed afterwards.</p>	<p>All teachers, YMCA tutors, CY Corp members</p>	<p>September 2015 – June 2016</p>	<p>Collaborative walk leaders, Administration, CBO partners (YMCA, City Year)</p>
<p><b>Classroom Inter-visitations:</b> During the 2015 -2016, teachers will be invited to identify strengths that align with our school wide foci: Responsive Classroom techniques, fostering student independence, developing a culture of literacy, strategies for developing struggling readers and mathematicians, and student talk. Opening their classrooms to teachers twice during month long cycles, these teachers will receive immediate feedback, while visiting teachers will have authentic and experiential opportunities to expand their own practice.</p>	<p>All teachers</p>	<p>October 2015 – May 2016</p>	<p>Inter-visitation coordinators, administration</p>

<p><b>Grade Level and Content Area Planning, Data Analysis, and Conversation Protocol Meetings as well as Cycles of Inter-visitation:</b> These administrator-facilitated meetings and cycles of inter-visitation will be implemented in cases where targeted support or intervention is necessary. Actions will be entirely responsive to observation data and teacher-expressed needs and wants.</p>	Where need arises	September 2015 – June 2016	Administration
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**Part 5 – Budget and Resource Alignment**

<p><b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Human and Time Resources:</p> <ul style="list-style-type: none"> <li>• Teacher Leaders – Collaborative Walks</li> <li>• Shared professional development time (Mondays – 80 minutes)</li> <li>• Common, grade-level preparation periods</li> </ul> <p>Financial Resources:</p> <ul style="list-style-type: none"> <li>• Per diem funding for substitutes (inclusive of substitutes to be used during in-school professional learning time)</li> <li>• Missed prep funding to pay teachers for professional learning time that occurs during preparation periods</li> </ul>											
<p><b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Using an internal survey in February 2016, at least 85% of teachers will will respond with "agree" or "strongly agree" when asked whether their professional learning experiences "included opportunities to work productively with colleagues in [their] school." This survey will be inclusive of support staff and CBO partnerships. The data from this survey will be used to determine the depth of understanding teachers and CBO partners have on professional development as ongoing learning and inquiry (rather than isolated workshops). By February 2016 the results will reflect a high positive response to questions related to the quality of professional learning, their own level of comfort with various professional learning structures and opportunities, and the degree of trust they perceive to exist amongst colleagues.</p>
<p><b>Part 6b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p>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, our shared expertise, ideas, and commitment drive us forward. Providing space and guidance for teachers, paraprofessionals, and CBO partners to grow as leaders in our community is an imperative next step.</p> <p>P.S. 154 is a school made up of highly committed, intellectually curious, and goal-oriented staff members. Accordingly, we seek to maximize the strength of our community at large by providing diverse opportunities for teachers to lead change and, thus, positively impact the strength of the school. We seek to operate from a strength-based perspective, wherein colleagues engender respect as a result of both their instructional strengths and leadership qualities.</p> <p>As we expand our school day it is imperative that the systems, structures, and expectations of the school day continue in a seamless manner throughout the expanded day. A shared vision, clear communication of expectations, and explicit modeling of these expectations is what is needed to ensure the school day and the expanded day are fluid throughout the school year. CBO staff need explicit modeling and training on Responsive Classroom techniques with particular attention to teacher language and logical consequences to ensure the school maintains a culture of learners that is "think-safe" and nurturing to the different needs in our school. Additionally, CBO staff need guidance, training, and</p>		

support on working one-on-one or in small groups with individual students in the bottom 10% of the class targeting lagging literacy skills so that the supports provided are directly linked to the cooperating teachers' targeted goals and the overall school's foci of creating a culture of independent learners and targeting individual needs of students in the bottom 10%..

## **Part 2 – Summative Vision for Effective School Leadership**

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students' academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students' needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

P.S. 154's overarching vision for leadership is one that links all school staff together through a learning model. That is to say that we are all ongoing learners with particular areas of expertise and strengths to share with one another. As a unified community, our collective foci are to develop a culture of literacy within our school and students and to target our most struggling learners (the bottom 10% of each class) in order to make gains toward closing the achievement gap.

CBO staff are trained in Reading Rescue; a literacy intervention tool, in order to pull individual students to help build their automaticity and fluency with sight words, high frequency words, and content specific vocabulary. Additionally CBO staff members work with targeted small groups, pull guided reading groups, and provide in-class supports/scaffolds in order to make gains toward closing the achievement gap.

CBO staff in collaboration with members of the school staff make up the attendance team. The team works collaboratively to ensure consistent and regular outreach is being provided to specific families targeting chronic absenteeism and lateness. Supports and guidance are put in place to attend to social emotional factors that may impede students attending school and overall academic growth.

## **Part 3 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, the percent of 3rd grade students scoring Level 1 on the New York State English Language Arts test will decrease by 5%.

**Part 4 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><b>Strength-Based Staff Leadership Opportunities:</b> P.S. 154 is a school of highly committed, intellectually curious, and goal-oriented teachers. Accordingly, we seek to maximize the strength of our community at large by providing diverse opportunities for teachers to lead change, provide supports to ensure continuity of practices, structures, systems, and expectations between the school day and the expanded day and, thus, positively impact the strength of the school. Leadership opportunities will include:</p> <ul style="list-style-type: none"> <li>• Expanded Day Instructional Specialists</li> <li>• Model Teachers</li> <li>• Showcase Fellows</li> <li>• School Leadership Team members</li> <li>• Collaborative Walk Leaders</li> <li>• Community School Leader and Compass Director</li> <li>• CBO Lead Tutors and Counselors</li> <li>• Pedagogy Focus Team Leaders</li> <li>• Reading Rescue Coordinator</li> </ul>	<p>The majority of teachers, CBO members</p>	<p>September 2015 – June 2016</p>	<p>Teacher leaders, administration, CBO Partner leaders</p>
<p><b>Showcase School:</b> During the 2015 – 2016 school year, P.S. 154 will participate as a Showcase School for Renewal Schools. In the process of hosting five visits throughout the course of the year, we will hone our understanding and articulation of both our strengths</p>	<p>All teachers with a particular focus on Showcase Fellows and</p>	<p>July 2015 – June 2016</p>	<p>Showcase Fellows; Showcase Tour Guides; Administration, CBO partner leaders</p>

and areas of growth. School Leaders, teachers, support staff, and CBO partners will be able to articulate the vision of the school, the strengths, areas of growth, and initiatives in place to address the areas of growth.	Showcase Tour Guides		
<p><b>Responsive Administrative Leadership:</b> Administrative instructional leadership will be anchored in a responsive, needs-based (for individuals and teams) philosophy. Accordingly, following cycles of observation (organized by grade and/or subject area), administrators will determine pressing areas of need and choose to supplement teacher learning and development with at least three week cycles of: unit or lesson plan guidance, inter-visitation, or team conversation facilitation.</p> <p>Likewise, CBO leaders will follow internal cycles of observation with attention to how YMCA and CY corps members are able to effectively support individual students and the consistency and effectiveness of implementation of intervention programs such as Reading Rescue. CBO Leaders and the Administrative team will meet on a weekly basis to ensure there is consistency, continuity, and fluidity between the school day program and the expanded day program.</p>	According to individual teacher or team needs	August 2015 – June 2016	Administration

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Financial Resources:											
<ul style="list-style-type: none"> <li>• Model teacher renewal school funding</li> <li>• Showcase Schools money to support fellows and planning team</li> <li>• Per session to support collaborative walk, pedagogy focus team, and inter-visitation planning</li> <li>• Per session funding to support attendance outreach</li> </ul>											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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By March 2016, the percent of 3rd graders scoring Level 1 on an ELA practice test will reduce by at least 10% as compared to the percent scoring Level 1 on a comparable practice test given earlier in the school year.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul> <p>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 2014 - 2015 school year, our average yearly attendance was 92.9%. Over a nine year period (04 – 05 to 14 - 15), P.S. 154’s attendance rate has maintained a 90 – 92% average yearly rate.</p> <p>During the 2014 – 2015 school year, Pre-Kindergarten and Kindergarten had the lowest average attendance rates, 90.48% (as of May 2015) and 91.88% (as of May 2015) respectively.</p> <p>According to our beginning of year rosters, 84 students who attend P.S. 154 during the 2015 - 2016 school year were classified as chronically absent during the 2014 - 2015 school year.</p>		

**Part 2 – Summative Vision for Strong Family and Community Ties**

In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program. Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?

2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

P.S. 154 believes that families are our children's primary teachers. Therefore, we seek to both learn from our students' guardians all that we can about their children. At the same time, we will work to welcome them into our classrooms in order to expose them to the daily work that we do.

Through a Community School model, we hope to better understand and meet the educational, health, and well-being needs of our students and their families. Monthly "Breakfast with the Principal" meetings will be held. During these meetings parents will be explained the benchmark reading levels and provided with strategies and ideas they can use at home to build their child's automaticity, fluency, and comprehension. Parents will be informed and taught how to access and understand students' reading gains in comparison to students' benchmark reading levels.

Additionally adult courses that we will begin offering through the community schools initiative are ESL classes, GED classes, resume writing and interview techniques classes,

### **Part 3 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

Through the implementation of Expanded Day and the provisions of mental health supports and outreach, the average yearly student attendance rate for the 2015 – 2016 school year will be 94%. The percent of chronic absentees will reduce by 30% from 2014 - 2015 to 2015 - 2016.

### **Part 4 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><b>Community School Model :</b> We will work to meet the educational, health, and well-being needs of our students and their family.</p> <p>Potential Educational Opportunities for Families</p> <ul style="list-style-type: none"> <li>• ESL classes</li> <li>• GED classes</li> <li>• Technology classes</li> <li>• Resume writing and interview techniques classes</li> </ul> <p>Potential Health Opportunities for Children</p> <ul style="list-style-type: none"> <li>• Onsite dental care</li> <li>• Flu vaccinations</li> <li>• Mental health services</li> </ul> <p>Potential Well-Being Services for Families:</p> <ul style="list-style-type: none"> <li>• School supply and uniform provision</li> <li>• Holiday outreach</li> </ul>	<p>All families</p>	<p>September 2015 – June 2016</p>	<p>Community School Director, Principal, guidance counselor, school social worker, school nurse</p>
<p><b>School Attendance Team:</b> Team made up of the principal, guidance counselor, attendance teacher (District), Community School Coordinator, and City Year corps members. Strategies include: Daily attendance tracking; weekly outreach and goal-setting with families; parent education; celebrating attendance accomplishments.</p>	<p>Students with less than 95% attendance; chronic absentees and chronically late students</p>	<p>September 2015 – June 2016</p>	<p>Principal, guidance counselor, attendance teacher, Community School Director, City Year corps members</p>

<p><b>Poor Weather Outreach:</b> 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>	All students	September 2015 – June 2016	Principal and Parent Coordinator
<p><b>Cultural Mondays and Friday Whole School Celebrations:</b> Historically, our attendance is lowest on Mondays and Fridays. To encourage attendance on these days, we will run Cultural Mondays during which we will bring in guest speakers and performers or watch documentaries or engage in shared read alouds. On Fridays, we will hold whole school celebrations such as Jersey Day or Favorite Character Days. Honoring the good work we do together as a school, these days will serve both to build community and to encourage attendance.</p>	All students	September 2015 – June 2016	Cultural Monday Planning Committee, City Year, Community School Director, Principal
<p><b>Expanded Day Enrichment Program:</b> Students will receive a multitude of opportunities for exposure and enrichment. Such learning opportunities and experiences include:</p> <ul style="list-style-type: none"> <li>• Keyboard</li> <li>• Drumming</li> <li>• Guitar</li> <li>• Foreign Language: Spanish, Japanese, Chinese</li> <li>• Voice</li> <li>• Theater</li> <li>• Gardening</li> <li>• Chicken Club</li> <li>• Abakidz</li> <li>• Sports: T-Ball, Double Dutch, Soccer, Basketball, Step</li> <li>• Photography</li> </ul> <p>Grades 3-5 will be able to select three choices for their program and students will be mixed based on selections.</p>	All Students	September 2015 – June 2016	City Year, YMCA, Harlem School of the Arts, Teachers, Language Specialists, Community School Director, Principal, Assistant Principal

**Part 5 – Budget and Resource Alignment**

<p><b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Financial Resources:</p> <ul style="list-style-type: none"> <li>• Community School funds</li> <li>• Title I Parent Involvement funds</li> </ul>											
<p><b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E

	<b>Title I 1003(a)</b>	X	<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>
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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Average monthly attendance rates will reach 94 - 95%. By February 2016, the number of chronic absentees to date will demonstrate a reduction of 15% from the year prior.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 6: Expanded Learning Time (ELT) Program Description

**Directions:** Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

### **Part 1 – ELT Program Goal(s)**

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
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By June 2016, the percent of students school wide reading on or above grade level will increase by 10% since September 2015 as reflected by Diagnostic Reading Assessments (DRA2).
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### **Part 2 – ELT Program Type**

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
Our Extended Learning Time will run for three hours each day. The first hour is compulsory, while the second and third hour will be opt-out only. We will encourage participation by engaging students in high quality, high value, and unique experiences, including language, music, abacus training, drama, gardening, and sports.				

### **Part 3 – ELT Program Description**

<b>Target Population:</b> The ELT program for a Renewal School will be offered to <b>all students</b> in the school.
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Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?
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How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
--

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.</li> <li>• Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.</li> <li>• What new content areas and opportunities will be offered to students?</li> <li>• Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.</li> <li>• Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.</li> <li>• How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?</li> <li>• How will outreach be made to families?</li> </ul> |
|---|

During the first hour of our extended learning time, teachers will simply expand their day, devoting time to ELA and math intervention and enrichment; handwriting, word work, grammar, and social studies and science instruction. Following the first mandatory ELT hour, students will engage in language instruction, music, abacus training, drama,
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sports, and gardening. Some Kindergarten, 1st, and 2nd grade students will also receive 1-to-1 reading tutoring during the expanded day (3:35 - 5:35 p.m.).

Community educators will receive professional development in Responsive Classroom techniques from school staff. They will be supported throughout the year with this by the Expanded Day Instructional Coordinators. Planning support will be provided to CBO staff by the Expanded Day Instructional Coordinators as well.

To encourage student attendance at the non-mandatory extended learning time hours, we will invite families to join our music, language, and other classes. As we do during the regular day, we will also personalize our communication efforts, making regular phone calls and home visits whenever necessary.

**Part 4 – ELT Program Implementation and Oversight**

**Part 4a.** Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

Key personnel implementing the ELT program will be:

- Administrative team (Principal and Assistant Principal)
- Community School Director
- Expanded Learning Time Instructional and Cultural Coordinators
- Teaching and CBO staff
- Outside music and language specialists

**Part 4b.** Timeline for implementation and completion, including start and end dates.

Planning will begin in June 2015. Implementation will be in September 2015. ELT will run throughout the school year.

**Part 5 – ELT Budget and Resource Alignment**

**Part 5a.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Financial Resources:

- Funding to support 24 teachers to teach five ELT hours per week
- Funding to support CBO staffing for 3 hours every day
- Funding to support specialists (e.g., music, language, drama, gardening, sports)

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

*Note: If the program is funded by 21<sup>st</sup> Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.*

	21 <sup>st</sup> Century		Tax Levy		Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 6 – ELT Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February 2016, the percent of students reading on or above grade level school wide will reflect a 5% increase as measured by Diagnostic Reading Assessments (DRA2).

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 7: Community School Description

**Directions:** The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

### **Part 1 – The Community School Program Goal(s)**

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

During the 2015 – 2016 school year, we will offer families at least two semester long courses. In addition, during the 2015 – 2016 school year, we will offer families at least two on site health opportunities and at least 50% of our student population will participate in each of these opportunities.

### **Part 2 – Community School Program Description**

**Part 2a.** Identify the target population(s) to be served by the Community School program and the scope of the services provided.

While we seek to serve all of our families and students, chronically absent children and their families are our top priority. We seek to build a Community School that targets four primary areas:

**Academic:**

- Intervention
- Enrichment

**Education for Families:**

- ESL classes
- GED classes
- Technology classes
- Resume writing and interview technique classes

Parent workshops around the following topics that have been addressed as parent concerns:

- Bullying
- Suidide ideation self-injury
- substance abuse
- depression and anxieyt
- de-escalation and crisis management
- 

**Student Health:**

- Onsite dental care
- Onsite asthma planning and prevention
- Flu vaccinations
- Mental health services

Screening of students in incoming and critical grades (PK, K, 3rd, and all new transfer students in order to identify needs early

**Family Well-Being:**

- School supply and Uniform Provision
- Holiday Outreach

**Part 2b.** Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

We will extend our current data tracking system to include student attendance data, health needs, and enrichment and intervention services being provided. The Community School Coordinator will be responsible for tracking with the school nurse and guidance counselor, students' health and well-being needs so that we may deliberately target services for individual students.

**Part 3 – Community School Program Implementation and Oversight**

**Part 3a.** Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

The Community School program will be implemented collaboratively. Key personnel include:

- Community School Director
- Americorps VISTA member
- Parent Coordinator
- Family Worker

- Principal and Assistant Principal

**Part 3b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

Resources needed to implement the Community School program:

- Human Resources:
  - Administrative team (Principal and Assistant Principal)
  - Community School Director
  - Parent Coordinator
  - Mental Health Clinician on-site
  - CBO partnerships (YMCA, City Year, Harlem School of the Arts)
- Abakidz math program
- MyOn Interactive reading intervention program
- expanded day until 5:35 in order to provide a robust learning experience and enrichment-based curriculum.  
Learning opportunities offered are:
  - language (Spanish, Chinese, Japanese)
  - theater
  - Visual arts and theatrical backdrops
  - voice
  - abakidz
  - keyboarding
  - drumming
  - guitar
  - chicken coop and chicken care
  - gardening
  - sports

**Part 3c.** Timeline for implementation and completion, including start and end dates.

Our Community School program will begin in September 2015 and end in June 2016.

**Section 8: 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Bottom 20% of readers/class or grade	Reading Recovery Reading Rescue Leveled Literacy Intervention Recipe for Reading Read Alliance Before and after intervention; 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
<b>Mathematics</b>	Lowest third	Fluency Intervention; Saturday Academy; Vacation Academy	Small groups	During the school day  Extended Learning Time  Saturdays, vacations
<b>Science</b>	English Language Learners and/or bottom third	Lunchtime or ELT clubs	Small groups	ELT; Saturdays; Vacations
<b>Social Studies</b>	Bottom 20% of readers	Lunchtime or ELT clubs	Small groups	ELT; Saturdays; vacations
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Outside circumstances;  Number of incidents as reported on OORS	At risk guidance	Small groups	During the school day or ELT

## Section 9: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### 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.
<p>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 <b>departmentalized instructional</b> approach in the 2<sup>nd</sup> – 5<sup>th</sup> grades. During the 2013 – 2014 school year, we continued this model in the 3<sup>rd</sup> – 5<sup>th</sup> 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 &amp; 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 &amp; 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 2015 – 2016 school year.</p> <p>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: (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; (c) Pedagogy Focus meetings during which teachers collaboratively inquire about strategies for struggling readers; (d) collaborative walks led by teachers and focused on student independence; and (e) inter-visitations.</p> <p>We adhere to the belief that it is imperative to build capacity and leadership from within.</p>

#### 2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
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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 2015 - 2016 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 work with all classroom teachers of literacy, including our ESL and SETSS teachers. The focus of our work in Kindergarten – 5<sup>th</sup> grade classrooms this year is habitualizing data analysis and planning for effective conferences and small group work.

Kindergarten through fifth grade teachers of mathematics are participating in 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 – 2<sup>nd</sup> grade teachers and 3<sup>rd</sup> – 5<sup>th</sup> grade teachers of Literature & Art have attended 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.

The IEP/SETSS teacher receives individualized support from the NYS TASC staff developer specifically around writing high quality IEPs.

### **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/information, 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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 Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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 consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	432,163.00	X	5c, 5d
Title I School Improvement 1003(a)	Federal	\$16,979	X	5a
Title I Priority and Focus School Improvement Funds	Federal	\$82,635	X	5b
Title II, Part A	Federal	150,811.00	X	
Title III, Part A	Federal	11,200.00	X	5c
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,200,460.00	X	5c, 5d

#### <sup>1</sup>Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To 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/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 RSCEP 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's Title I Parent Advisory Council (PAC) 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.

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**Parent Involvement Policy (PIP)**

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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- 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 **C**aring individual who is **A**ccountable and **R**eady to learn at all times in an **e**nvironment that is **S**afe for all to learn, because **P.S. 154 C.A.R.e.S.**

**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: <u>Jonathan D. Hyatt</u>	DBN: <u>07X154</u>
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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

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

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

**Part C: Professional Development**

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> </ul>	_____	_____

**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.
<ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

**A. School Information**

District <b>07</b>	Borough <b>Bronx</b>	School Number <b>154</b>
School Name <b>Jonathan D. Hyatt</b>		

**B. Language Allocation Policy Team Composition** 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 ENL teacher, and one parent.

Principal <b>Alison Coviello</b>	Assistant Principal <b>Jessica Cruz</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Heather Greene</b>	School Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

**C. Teacher Qualifications**

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 ENL teachers currently teaching in the ENL program	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>4</b>	Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

**D. Student Demographics**

Total number of students in school (excluding pre-K)	<b>378</b>	Total number of ELLs	<b>44</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	---

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

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	44	<b>Newcomers</b> (ELLs receiving service 0-3 years)	28	<b>ELL Students with Disabilities</b>	8
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	12	<b>Long-Term</b> (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	28		1	12		6				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New 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	4	9	5	7	5	4								0
Chinese														0
Russian														0
Bengali			1											0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			3	1		1								0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	2		1	1										0
<b>Emerging</b> (Low Intermediate)	2		1	1	1									0
<b>Transitioning</b> (High Intermediate)	2		1		1									0
<b>Expanding</b> (Advanced)	4	3	4	4	2	4								0
<b>Commanding</b> (Proficient)	1			1	2	2								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total					2	3	2							0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	1				2	2								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	0	0	0	0
4	4	4	0	1	0
5	2	5	1		0
6					0
7					0
8					0
NYSAA			1		0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	7	0	0	0	0	0	0	0	0
4	4	0	3	0	2	0	0	0	0
5	5	0	1	0	1	0			0
6									0
7									0
8									0
NYSAA					1	0			0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2		1		3		1		0
8									0
NYSAA Bilingual (SWD)					1	0			0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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:**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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. After an analysis of aggregated data, students are programmed for identified services. We use the NYSITELL and NYSESLAT to determine the student's level of English proficiency. Additionally, to support academic achievement, instruction is differentiated for content, process and product and delivered via small group instruction, specifically guided reading. Methods such as total physical response and embedding cognates as well as the use of SmartBoards and other multimedia facilitate learning styles as outlined by Universal Design for Learning principles.

Our assessment plan 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-5, students are tested for decoding, fluency and comprehension three times a year using the DRA-2. In addition, all students in grades K - 2 as well as all below level 3 rd - 5 th graders are administered running records every six weeks. Students in grades K - 5 are given High Frequency Word assessments every six weeks throughout the school year. Finally, students in grades 1 - 5 are administered beginning-of-year, middle-of-year, and end-of-year spelling assessments. Finally, student writing is analyzed at least two times during every unit through work sampling and on-demand writing tasks.

Fourteen percent of P.S. 154's 3 rd - 5 th grade ELLs are reading on grade level as of June 2015. We continue 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. This year we are starting a new initiative to address the language progression within the Common Core Standards. Students will be explicitly taught spelling through Recipe for Reading, Words Their Way, SuperKids (K & 1 st only), and Sounds in Motion (K only).

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 reviewed for patterns and trends to make informed decisions regarding resource allocation as well as individualized interventions. For example, differentiated instruction could target such areas as fluency, phonemic awareness and comprehension.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
Based on the 2014-2015 NYSESLAT, 9% of our students are at the entering level of proficiency, 6% of our students are at the emerging level of proficiency, 9% percent of our students are at the transitioning level of proficiency, 48% of our students are at the expanding level of proficiency, and 9% of our students have reached the commanding level of proficiency.

According to our NYSITELL data, 46% of our students are Beginners, 8% of our students are Intermediate and 46% of our students are Advanced.

The data reveals that most of P.S. 154's students scored advanced on both the NYSESLAT and NYSITELL. We will target these students with customized instruction to reach proficiency. The following areas have been identified as areas to focus our instruction. In literacy, we will focus on vocabulary, phonological awareness, fluency, reading skills (i.e., sequencing, main idea, inferring, comparing and contrasting), comprehension, grammar and spelling. In mathematics, students struggle with basic computation skills as well as developing mathematical solutions for word problems featuring multiple steps.

3. 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 performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

The data indicates that newcomers taking the NYSITELL are evenly split between students who test Beginner and Advanced.

Generally students who test Beginner have recently moved to the United States and have had very little or no interaction with the English language. On the other hand, our Advanced students generally are born in the United States. Forty-six percent of the students that took the NYSITELL scored Beginner, 46% scored Advanced, and 8% scored Intermediate.

We have seen considerable movement of our ELL population on the state ELA test. There is a decline in the number of students scoring level 1 on the exam in 4th and 5th grade. In 2013-2014, 67% of our fourth graders and 89% of our fifth graders scored level 1. In 2014-15, 44% of our fourth graders and 25% of our fifth graders scored level 1. There is an increase of students scoring level 2. In 2013-14, 22% of our fourth graders and 11% of our fifth graders scored level 2. In 2014-15, 44% of our fourth graders and 63% of our fifth graders scored level 2. The data reflect a slight increase in the number of students scoring level 3 on the NYS ELA test in fifth grade. In 2013-14, we did not have any students score level 3. However, in 2014-15, we had 11% of our students score level 3 in the fifth grade.

Over the last two years, we have seen a steady increase in the number of students reaching the Expanding level of proficiency. In 2013-14, 31% of the students tested Advanced. In 2014-15, 52% of students tested Expanding (Advanced). In 2013-14, 7% of students tested Proficient. In 2014-15, 15% of ELL population tested Commanding (Proficient). The next largest population is our Intermediate ELLs. In 2014-15, 10% of the students tested at the Transitioning level (High Intermediate) and 12% tested at the Emerging level (Low Intermediate). In 2013-14, we had 17% of our students test at the Intermediate level. There was a slight increase in the number of Intermediate students. However, with the new proficiency level data we are able to target our high and low intermediate students with more precision.

Our math scores tell a similar story. In the fourth and fifth grade there is a decline in the number of students scoring level one. In 2013-14, 75% of our fourth grade and 82% of our fifth grade ELLs scored level 1. In 2014-15, 44% of the fourth grade and 71% of the fifth grade scored level 1. The data reveal an increase in the number of students scoring level 2 on the math test. In 2013-14, 25% of the fourth grade and 9% of the fifth grade scored level 2. In 2014-15, 33% of the fourth grade and 14% of the fifth grade scored level 2. In the third grade there was an increase in the number of students scoring level 1 in both math and ELA. All of our ELLs are taking the state exams in English. We provide students with the accommodation during the test to have the translated exam side by side.

B/C)We do not currently use the ELL periodic assessments.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *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, High Frequency Word assessments, and beginning-of-year, middle-of-year, and end-of-year Words Their Way spelling assessments. Additionally, progress monitoring sources include running records, unit-based pre- and post- assessments, writing work sample analyses, and small group and individual notes. Using these sources of information, students are given intensive Tier II or III reading intervention, including Reading Rescue, Reading Recovery, and Leveled Literacy Intervention.

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 and YMCA, partnering organizations of the school, students receive more focused literacy instruction. Additionally, targeted students have been selected to participate in school clubs such as the Newspaper Club and Graphic Novel Club.

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

- Guide students' early writing by co-constructing predictable and rhythmic books (e.g., poetry, rhyme, and patterned language books)
- Promote different types of writing purposes, genres, and formats.
- Integrate oral language and vocabulary instruction into writing instruction by having students:
  - Creating sight-word books.
  - Different types of reading:
    - \* repeated reading
    - \* readers' theater
    - \* choral reading
    - \* partner reading

A. Tier I instruction is delivered by all classroom teachers and could consist of whole group data-driven lessons. Student progress is monitored using conference notes, weekly strategy checklists and end-of-unit performance tasks.

B. Tier II literacy intervention is delivered by all P.S. 154x pedagogues, City Year Corps members and YMCA staff. Interventions could consist of guided reading, small group strategy lessons, Level Literacy Intervention. Student progress is monitored using DRA-2, running records, High Frequency Word assessments, spelling assessments, and writing sample analyses.

C. Tier III intervention is delivered by all P.S. 154x AIS service provider(s) as well as City Year and YMCA. We have two faculty members that are trained in Reading Recovery to provide one-to-one tutoring on various literacy skills. Additionally, paraprofessionals, YMCA staff members, and City Year staff members provide one-to-one Reading Rescue daily intervention.

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

In keeping with the Vygotsky's Zone of Proximal developmental theory, we meet our students at their proficiency level and provide necessary supports that are linguistically and developmentally appropriate. Students who test far below grade level on the English DRA-2 are tested with the Spanish DRA-2. Periodic testing, thereafter, using both the Spanish and English DRA-2 occurs to monitor students' second language development. 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 offers information regarding the gap between a child's native language and English. Data used to make instructional decisions include ATS, NYS ELA and Math assessments, DRA2 in English and Spanish, and NYSESLAT scores.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Not applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

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 ENL 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. These efforts assist in reaching Annual Yearly Progress targets.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [\*ELL Policy and Reference Guide, ELL Identification\*](#) section.

All students who are new admits to the New York City public school system receive a Home Language Identification Survey (HLIS). The completed HLIS forms are placed in the students' cumulative files and remain a part of the student's permanent record. HLIS interviews are conducted by a faculty member with ENL and/or bilingual certification with the parent. Both ENL teachers, Mrs. Greene and Ms. Hendry are licensed ESL teachers, and Mrs. Greene speaks Spanish fluently. If the parent's responses on the HLIS indicate that the student is a speaker of a language other than English, the student is 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 NYSITELL. Mrs. Greene or Ms. Hendry administer the NYSITELL 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. The results of the orientation are then recorded on the ELPC screen in ATS. Accordingly, both ENL teachers work closely with the principal to ensure that all eligible students are tested using the NYSITELL and Spanish LAB.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

We administer the Oral interview questionnaire to SIFE students. The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire is used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language. Additionally, we use the Literacy Evaluation for Newcomer SIFE (LENS). The LENS is a multilingual suite of diagnostics designed to measure the home-language literacy skills SIFE bring with them when they enter New York City schools.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [\*ELL Policy and Reference Guide, ELL Identification\*](#) section).

When a child enrolls at our school with an IEP, the HLIS and an interview with the child is completed. Our LPT includes ENL teachers, Assistant principal in charge or Special Education, School Psychologist and IEP teacher. The LPT team meets to review any student work, examine results of evaluations which were administered in the student's home language, and look at information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on the evidence, the LPT makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If we agree the child is an ELL, the NYSITELL will be conducted. If the LPT believes the child is not an ELL, the recommendation is sent to the principal for review. The principal will then determine if the child is an ELL in consultation with the team. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent for a final decision. Additionally, the parent or guardian will be notified within 3 school days of the decision in the parent's/guardian's preferred language. The final decision is made by the superintendent. The superintendent has 10 school days to

accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the NYSITELL will be administered within 5 school calendar days and the parent will be notified. The Language Proficiency Team NYSITELL Determination Form will be completed and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ENL teachers work closely with classroom teachers to distribute the entitlement and non-entitlement letters. The ENL teachers also keep a copy of the letters in the ENL binder. All letters have a space for the parents to sign and return to the school acknowledging that they were informed about their child's current ELL status. The ENL teacher tracks the receipt of all tear-offs on an electronic spreadsheet. Follow-up letters and phone calls are made to ensure that all parents are informed.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed that they have 45 days to appeal the decision for their child to receive ENL services. We send letters to the parents to advise them of their right to appeal the decision for ESL. Review of ELL status will begin after a written request is received from the parent or guardian or the student's teacher with written parental consent.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

We conduct an orientation in the fall with newly enrolled ELLs and on an on-going basis as new students are admitted with all parents of English Language Learners. Reminders are sent home in Spanish and English a week before to ensure maximum participation. During this meeting, ENL teachers, Mrs. Greene or Ms. Hendry, explain the program options and show parents 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. The attendance record, list of staff members present at the orientation, and notes regarding languages used other than English are kept for these meetings in the ENL binder.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parent Surveys and Program Selection forms are completed during the parent orientation. If a parent is unable to attend, we contact them by phone to schedule an appointment. We maintain a file of all selection forms and parent surveys in the ENL binder. These documents are stored in a locked room. Copies of the selection forms are also placed in the students' cumulative folders. We monitor the parents choice using an electronic spreadsheet and the information is shared with the administration.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The parent choice information is tracked on an electronic spreadsheet. Parents are contacted and invited to a meeting with the ENL teachers to complete the form. Once the parent survey is completed the parent choice is entered into ATS.

9. Describe how your school ensures that placement parent notification letters are distributed.

Based on the results from the parent selection form we send a placement letter informing the parent of the program their child will receive. The ENL teachers work closely with classroom teachers to distribute the placement letters. The ENL teachers also keep a copy of the letters in the ENL binder and on an electronic spreadsheet. All letters have a space for the parents to sign and return to school acknowledging that they were informed about their child's current placement status. The ENL teacher tracks the receipt of all tear-offs. Follow-up letters are sent to parents to ensure that all parents are informed.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All documentation for ELLs is kept in students' cumulative folders, electronic spreadsheets, ENL binder, and programming information is kept on STARS.

11. 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.

The speaking component of the NYSESLAT is administered individually, 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). Test accommodations indicated on their IEP are provided to students with disabilities. Days are allocated for make-up testing to ensure that all students have an opportunity to complete all four sections of the test.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Once entitled and commanding students are identified based on test results, ENL teachers work closely with classroom teachers to distribute the continued entitlement and transitional support letters. The ENL teachers also keep a copy of the letters in the ENL binder and on an electronic spreadsheet. All letters have a space for the parents to sign acknowledging that they were informed about their child's current ELL status. The ENL teacher tracks the receipt of all tear-offs. Following-up letters are sent to parents and contacted by phone to ensure that all parents are informed.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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 2014-15 school year, eight forms indicated a TBE preference, six for Dual Language, and thirty-six 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 enable the creation of either program. However, we will send a letter in English and Spanish to all parents that indicate TBE/DL on their selection when we have sufficient numbers in two consecutive grades. In the event that this trend changes, the school will take appropriate measures to accommodate these students.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.

At the entering level of proficiency, students will receive 2 units of ENL service a week. This is equivalent to 360 minutes per week of

ENL instruction, which is 1 unit of stand-alone and 1 of unit-integrated ENL. At the emerging level of proficiency, students will receive 2 units (360 minutes) of ENL instruction, .5 of a unit (90 minutes) will be free-standing ENL and 1 unit of integrated ENL/Content area, with the other .5 unit (90 minutes) of being either stand-alone or integrated ENL. At the transitioning level, students will receive 1 unit of study a week (180 minutes), .5 units of study in ENL/ELA(90 minutes) and .5 units in either of stand-alone or integrated ENL/content area (90 minutes). At the expanding level of proficiency, students will

receive 1 unit of study(180 minutes) in ENL during ENL/ELA or other content area. At the commanding level students will receive instruction for an additional 2 years. These students will receive .5 a unit (90 minutes) per week of integrated EN/ELA or content area. When integrated services are provided we will use a co-teaching model. The students are grouped heterogeneously, but there are designated ELL classrooms. In grades 3-5 the classes move to content area specific teachers for math, literature and art, research and information.

- b. TBE program. *If applicable.*  
Not applicable.
    - c. DL program. *If applicable.*  
Not applicable.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

During the reorganization process, classes were designed in order to ensure that mandated ENL services would be delivered in an efficient manner. There are two certified TESOL teachers that are assigned to provide mandated ENL services. ENL teachers schedule their sessions based on the CR Part 154.2 unit requirements for each student according to their proficiency level. Entering and Emerging students receive 360 minutes per week of ENL instruction using the stand-alone or integrated model in kindergarten through fifth grade. Transitioning and Expanding students receive 180 minutes of ENL instruction with the stand-alone or integrated model. Commanding level students receive .5 of a unit (90 minutes) per week of integrated ENL/ELA or content area. When integrated services are provided we will use a co-teaching 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 core content is delivered in each program model. 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 ENL 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 ENL teachers deliver instruction using UDL principles, including, but not limited to, hands-on experiences, multimedia, and graphic organizers. During stand-alone ENL 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 ENL 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, methods, and tools are utilized: repeated reading; readers' theater; choral reading; partner reading; modeled writing; shared writing; independent writing; total physical response; explicit teaching of cognates; the use of multimedia; graphic organizers / Thinking Maps; anticipatory guides; double entry-journals; collaborative

posters; and manipulatives

4. How do you ensure that ELLs are appropriately evaluated in their home 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. Additionally, we use the Spanish DRA-2 assessment tool to measure Spanish reading proficiency.

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), High Frequency Word assessments, and Words Their Way spelling assessments. Together, these assessments measure all four modalities. Additionally, writing sample analyses, 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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

A. All identified SIFE students will be invited to our early morning computer lab time to work on literacy and math skills using MyOn and ST Math. These students will also be paired with a City Year Corp member or YMCA staff during the school day for one-to-one instruction when needed.

B. Newcomers are provided phonics instruction and direct grammar instruction to differentiate for their specific needs using Sounds in Motion (K), SuperKids (K & 1), Recipe for Reading (1 - 5), and Words Their Way (1-5). This year we will be adding National Geographic: Reach: In the USA. This text focuses on Language development, high frequency words, phonics and the use of graphic organizers. Further support is provided through guided reading groups, Reading Recovery, Reading Rescue, Leveled Literacy Intervention and clubs. 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 ENL methodologies to make ELA content accessible for students.

C. The plan for Developing ELLs is to offer these students opportunities for enrichment. These students will explore a variety of non-fiction themes while focusing on how the English language functions. Some of themes include, Native-American in the Northeast, the Community, and Inventors. They will be provided with phonics instruction and direct grammar instruction to differentiate for their specific needs. This group will also receive additional support through Leveled Literacy Intervention, Reading Recovery and clubs during expanded day. These students will be provided with strategies and tools that will allow them to participate fully in the general classroom. Some of these tools include mini-charts, task cards, portable vocabulary rings, and talking prompts.

D. Currently, we do not have any long-term ELLs. We would provide these students with Integrated ENL services during the literacy block as well as in content areas. We would offer enrichment activities during expanded day.

E. Students who are former ELLs will continue to receive support via the ENL teacher during the literacy block or a content area. Classroom teacher or grade teachers (departmentalized grades) will work collaboratively with the ENL to ensure continued success of these students. Students will be encouraged to participate in clubs and special programs in our school community. Many of our former ELLs have taken on leadership roles in our school community. This year we will institute Student Council, which will be made up of a diverse representation of our student body. 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.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

The team will promptly follow the re-identification process. Students who are determined to be ELLs will be integrated into the ENL teacher's program. Additional support will be provided to the student to ensure that their academic progress is not adversely affected. After assessing the child's needs possible intervention may include: Reading Recovery, Leveled Literacy Intervention, Reading Rescue or some other small group or individualized instruction.

8. 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. Accordingly, we make arrangements for students to participate in flexible scheduling. For example, an ELL-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 and National Geographic Reach: In the USA during stand-alone ENL. 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, Leveled Literacy Intervention, and MyOn.

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

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, ENL 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 meet the needs of our ELL-SWDs, flexible scheduling is employed. For example, an ELL-SWD who has a strong interest in history may receive Research and Information instruction in another instructional setting.

To further support students who are ELLs and/or Students with Disabilities, supplementary instruction is provided. Expanded 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 MyOn (leveled reading) or ST Math, 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.

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

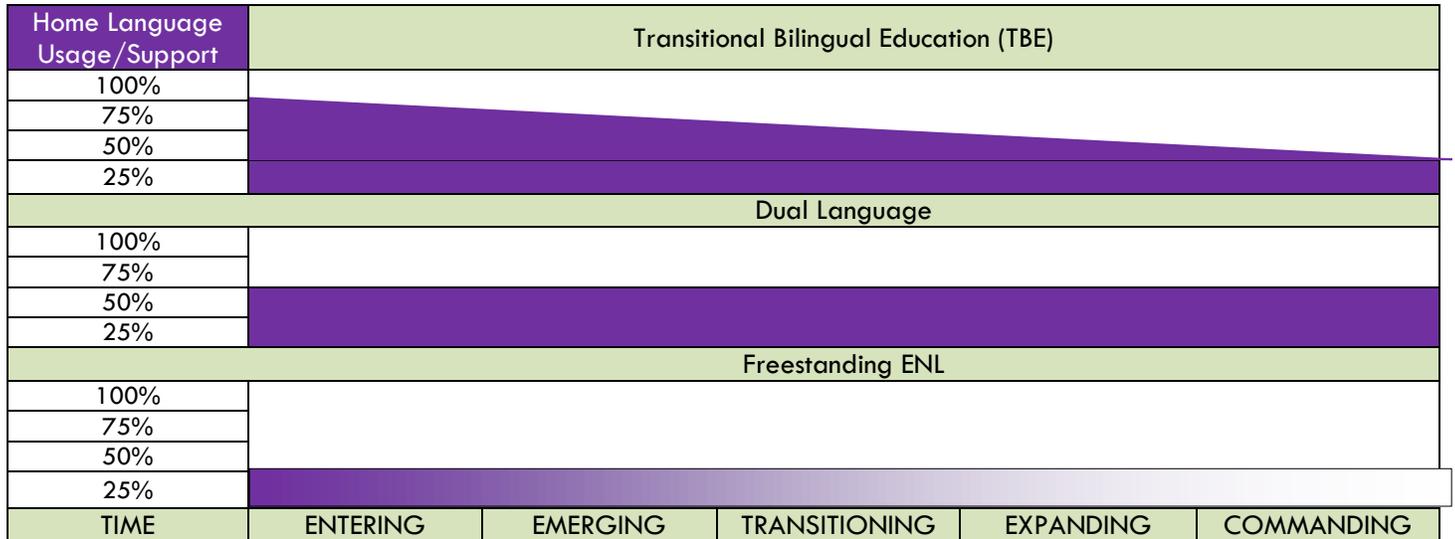


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.

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 Response 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 Words Their Way, Reading Recovery, Leveled Literacy Intervention 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.

11. 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 2014-2015 academic year, we used Santillana Spotlight on English to deliver ENL instruction. As a result, 5 students were able to test commanding (proficient). For the NYSESLAT prep we used the Continental New York ELLs. However, after careful consideration and analysis of our most current state assessment data we will continue to include Leveled Literacy Intervention by Fountas and Pinnell in our ENL instructional program. The following information is based on 2014-2015 State assessment data:

- \* On the New York State Science assessment, 3 students scored level 3, 1 student scored level 4
- \* On the New York State Mathematics assessment, 7 students scored at levels 2 & 3.
- \* On the New York State ELA assessment, 10 students scored at levels 2 & 3.

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

In the upcoming school year for newcomers we will use National Geographic: Reach: In the USA. This program focuses on language development, high frequency words, phonics and the use of graphic organizers.

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

We will not discontinue any programs this year.

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

All ELL students attend our ELT hour and expanded day. During the ELT hour, instruction in spelling, grammar, and social studies as well as Math Success, Reading Success, and Writing Success clubs will occur. During the expanded day, students will participate in one-to-one reading intervention (Read Alliance), abacus training (Abakidz), music, and language instruction.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

We are 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, SuperKids, Sounds in Motion, Recipe for Reading, Words Their Way, Visual Thinking Strategies, MyOn and ST Math. Leveled Literacy Intervention, Reading Recovery, and Reading Rescue are used strategically, based on DRA2 data.

With respect to technology, our students have access to our computer lab. ELL students use MyOn and ST Math in school and at home, which provides greater access for students to enrich mathematical skills and read books on their level. MyOn includes 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 50 - 90 minutes per week to engage in ST Math. Additionally, every teacher has access to an ELMO and projector to deliver lessons based on UDL principles. Presently, we also use iPads and laptops to differentiate instruction.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language is supported through ENL 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 ENL classroom libraries.

17. Explain how the school ensures all required services/resources support and 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 and Santillana Spotlight on English 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.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Presently, we do not have a system to support ELL students before the commencement of the academic year. However, we will continue our Early Morning ELL Program for newly enrolled ELL students. This program will offer newly enrolled students foundational support necessary for academic success; for example, students will have access to MyOn where they can read books on their level in both English and Spanish. Additionally, we will offer guided reading in Spanish using Scholastic Guided Reading program throughout the year.

19. What language electives are offered to ELLs?

During expanded day, we will be providing Spanish language classes to improve literacy skills in the native language.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

**Not applicable**

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Cycles of observation, debriefing, and planning allow the staff developers from Teachers College Reading and Writing Project 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. The TCRWP staff developers have worked individually with classroom teachers, paraprofessionals, and City Year corps members, and YMCA Day Staff. This work centers on meeting students where they are, delivering meaningful small group and individual instruction, and teaching guided reading effectively.

All PK - 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.

One Kindergarten teacher and the speech teacher receive professional development on the program Sounds in Motion

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Classroom teachers receive ongoing professional development with ST Math. These professional sessions focus on concrete ways to challenging and supporting all ELLs who may struggle with mathematical concepts. ENL teachers are regularly sent to professional development throughout the year. The ENL 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. ENL 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, lap books and collaborative posters.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [\*ELL Policy and Reference Guide, Professional Development\*](#) section.

All teachers are involved in professional development activities during our scheduled weekly professional development meetings. Some of these professional development opportunities are scheduled to address the mandated 15% for all teachers and 50% for ENL 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, using thinking maps and best practices for co-teaching strategies and integrating language and content instruction for English language learners.

## C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

At the beginning of the school year the ENL teachers provide an ENL introduction workshop. During this meeting, stages of second language acquisition, goals of the program, and practical tools to use at home are explored. Further, our ENL teachers provide 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 child to prepare for the NYSESLAT assessment.

Our parent coordinator and Community School Director is available to all parents and guardians. As a liaison between our school and the surrounding community, our parent coordinator conducts a literacy outreach program that meets three times a week, specifically for the parents of ELLs to support them with English acquisition. Additionally, parents are invited and accompanied by our parent coordinator to city sponsored ELL conferences. Our parent coordinator actively recruits parents of English Language Learners to participate in leadership roles in the PTA and other scheduled activities. ESL classes for parents are offered by our lead CBO, the YMCA.

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 ENL 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 ENL teachers are in regular contact with parents regarding their children's language development progress, language proficiency assessment results and language development in all content areas. The ENL teachers also use the translation unit to ensure that all parents have access to information regarding their child.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
  2. Parents are required to sign in at all meetings. The principal keeps all sign in sheets in a binder. When individual meetings are scheduled, the information is sent home in the native language and English. In addition, bilingual staff provide translation during individual meetings. Translators are available during large group meetings. Parents can use a headset to hear a simultaneous translation of the event. All teachers record parent engagement meetings on a Google Doc. SESIS is another place we store documentation of parent meetings for ELLs with disabilities. All Parent Surveys and Program Selection forms are retained in the student's permanent record and accessible for State or City audits and reviews.

3. There are Literacy Nights that are held twice a year. Literacy Night is a time when our school community comes together to celebrate reading and writing. Typically, teachers engage in a read aloud followed by an activity. The entire school community comes together for a meal at the end of the event. This offers our teachers and administrators the opportunity to get to know our parents and children on a personal level. Teachers provide parents with monthly newsletters about important educational topics, curriculum, and upcoming events. In addition, our parent coordinator takes our ELL parents to ENL events offered by the DOE and other community trips. Currently, we have an ELL parent representative on the SLT.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our parent coordinator offers a literacy outreach program three times weekly to support parents in learning English. Additionally, our partnership with the YMCA, a community center located within walking distance from our school, provides comprehensive community assistance with regards to ENL and immigrant services program. The YMCA provides an ENL course for adults three times a week. We also partner with the United Way. This partnership provides both support for our parents and parent workshops.

5. How do you evaluate the needs of the parents?

To support parents in taking an active role in our school community, our parent coordinator acts as a support system and a source of information. Parent needs are evaluated individually and collectively through surveys, available in Spanish and English. Surveys pose questions related to whether or not student assignments are believed to be meaningful; whether or not parents understand the progress reports and report cards that they receive from the school; and whether or not parents feel that their children are safe at

school. Our parent coordinator actively utilizes her role on the SLT to express concerns and needs of all parents, including those of English Language Learners. With regards to translation, the ENL teachers utilize the Translations & Interpretation unit when needed. Based on the interest of our parents, we will begin to hold GED classes.

6. How do your parental involvement activities address the needs of the parents?

We tailor our parent activities based on informal qualitative data and parent survey results. 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, and how to access resources in the DOE. 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 ENL teachers share the Parents Bill of Rights. We also participate in Cook shop 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. All parents are also encouraged to participate in fundraising activities through the PTA.

#### **D. Additional Information**

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

Paste response here:

## **Part VI: LAP Assurances**

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **07X154** School Name: **Jonathan D. Hyatt**  
Superintendent: **E**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

To assess the language needs of our parents we collect data from several sources. Primarily we use the Home Language Survey. Part III ask the parents the following questions: In what language would you like to receive written information from the school? In what language would you prefer to communicate orally with school staff? Additionally, we run the RHLA report in ATS to review the home language spoken for our overall population and the current English Language Learners. Finally, we use the Emergency Contact card to collect information about the parent's home language and their preferred form of communication.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Please see the list below of the preferred languages for both written and oral communication:

- Afrikanns
- Bengali
- English
- Fulani
- Hausa
- Mandinka
- Soninke

**Part B: Creating a Communications Calendar**

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Documents	Approximate Distribution
Open House (curriculum overview)	September/May
Parent-Teacher Conference	November/April
Newsletters	Monthly
School Calendar	Monthly
ENL Parent Workshops	September, November, January, March
ELL Entitlement/Non-Entitlement Ltrs	September
After-school programs	September
Holiday Break Institutes	February/March
New York State Exam Dates	March
Summer quest Program	June
School Website	On going
(Currently our school websites can be viewed in Arabic and Spanish.)	
Principal's Breakfast	October/January/ March/ June
School closure notices	On-going basis

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal Face-to- Face Meeting	Approximate Dates
Open House (curriculum overview)	September/May
Parent-Teacher Conference	November/April
ENL Orientation	September/On-going basis
IEP Meeting	Scheduled based on IEP
Guidance Counselor phone calls	On-going basis

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

In order to ensure timely translation of the above documents we will use Google Calendar to schedule events. Bilingual staff will be notified in advance for the need to translate documents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Regarding, face-to-face meetings, the school will use bilingual staff to translate. During, large group parent meeting headsets will be provided so parents will receive simultaneous translation. We will use the DOE Translation & Interpretation Unit for over the phone translation when bilingual staff is not available.

## Part D: Training Staff on Policies and Procedures

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

We will use a portion of our allotted professional development time to advise teachers and staff off the services available through the Translation & Interpretation department. During the meeting, the Language Access Handbook will be reviewed and staff will be provided with handouts such as the Language Palm Card, and T&I brochure. In addition, emails will be sent as a reminder periodically to all teachers about the over the phone interpretation service.

## Part E: Providing Notice of Language Assistance Services

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

In collaboration with the parent coordinator, the ENL teacher will provide an overview of the parent Bill of Rights in a workshop. At that time parents will receive a copy of the Parent's Bill of Rights and Parent's Guide to Language Access. The school will post the large poster provided by the Office of Translation and Interpretation at the main entrance where parents sign-in. In addition, a small poster and Language ID Guide will be posted in the main office that indicated the languages that are available for translation. A copy of the Language ID Guide is available at the security desk.

#### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We use the Principal Satisfaction Survey and the School Survey for Parents to gauge how well we are communicating with parents in their native language.