



WILLIAM PACA P.S. 155

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 04M155

ADDRESS: 319 E. 117 STREET, NEW YORK, NY 10035

TELEPHONE: (212) 860-5885

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 155 **SCHOOL NAME:** William Paca

SCHOOL ADDRESS: 319 E. 117 Street, New York, NY 10035

SCHOOL TELEPHONE: (212) 860-5885 **FAX:** (212) 860-5856

SCHOOL CONTACT PERSON: Lillian Raimundi-Ortiz **EMAIL ADDRESS:** LOrtiz4@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ruth Santiago

PRINCIPAL: Lillian Raimundi-Ortiz

UFT CHAPTER LEADER: Haydee Melendez

PARENTS' ASSOCIATION PRESIDENT: Gloria Jimenez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 4 **SSO NAME:** Leadership Network

SSO NETWORK LEADER: Irene Rogan

SUPERINTENDENT: Luz Cortazzo

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Lillian Raimundi-Ortiz	*Principal or Designee	
Haydee Melendez	*UFT Chapter Chairperson or Designee	
Gloria Jimenez	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lucy Irace	Member/Staff	
Jacqueline Rivera	Member/Staff	
Ruth Santiago	Member/Chairperson	
Lydia Soto	Member/Parent	
Rolando Sierra	Member/Parent	
Fausta Hoyos	Member/Parent	
Norma Balmes	Member/Parent	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The Vision for the William Paca School (P.S.155M) is to create a professional learning community which will unfold into a Dual Language school for the Arts that promotes rigorous academic achievement. Our mission is to ensure that through the collaboration and collegial efforts of the entire school community the educational needs of all children are met. 82% of our students are Hispanic, 48% of which are English Language Learners. This makes this school a cornerstone to students and their families. Our instructional programs include:

- A Dual Language Program for both English and non-English speakers in Kindergarten, which will grow through grade 5 in upcoming years
- Two (2) CTT classes with Bilingual alternate placement paraprofessionals as a support
- Two (2) Universal Pre-Kindergarten Classes
- Reading First Reading Initiative NCLB Legislation
- Academic Intervention Services (AIS) provided for general and special education students
- Read Tutorial, a 1-1 intervention program for at risk 1st grade students
- Reading Rescue, a 1-1 intervention program for at risk 2nd grade students
- Everyday Math Program implemented in all grades (pre-kindergarten – 5th) which scaffolds student learning along with end of unit test which allows for individualized planning and grouping of students
- Implementation of Teachers College – Reading and Writing Project
- Library and Media Center

P.S. 155M is located in the heart of El Barrio. During 2007/2008 we partnered with Target and Heart of American for a library makeover which tripled the size of the library which gave access to all students. Target also sponsored the opening of our garden in the spring of 2008. We partnered with Out to Play which is a not for profit organization, who is in the process of making over our playground for spring 2009.

In order to promote parental involvement, the following programs are in place:

- A full time parent coordinator
- A conference room which contains a Computer Center, Information Center, Library Center, ESL Library open to staff and parents
- Regularly scheduled parent workshops
- Monthly Calendars with up coming workshops and activities
- Phone messaging system for reminders of upcoming events
- Monthly Progress Reports to keep parents abreast of their child's progress
- Parent Teacher Association (PTA)
- Parents participate in School Leadership Team (SLT)
- Parent Library in English and Spanish located in the Library/Media Center
- Learning Leaders – A Parental Volunteer Program
- English as a Second Language classes for Parents
- EPIC Workshops provided through 21st century grant

Ongoing collaboration with community based organizations provide for student enrichment programs such as:

- After school Education through Music (ETM)
- Cook Shop
- The Friedman Foundation –Grade 3 – To promote Reading
- RIF Reading is Fundamental
- Out To Play – Playground Makeover for a safer play environment

Community Based Organizations also provide parental support by

- Learning Leaders – A parent volunteer program
- EPIC Workshops provided by 21st Century
- Borinken Health Center on premises which provides physicals, prescriptions and counseling services
- Cook Shop Program to increase consumption of healthy food

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 155 William Paca						
District:	4	DBN #:	04M155	School BEDS Code #:	310400010155		

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	29	25	26		93.7	93.8	TBD		
Kindergarten	42	71	65						
Grade 1	53	50	69	Student Stability: % of Enrollment					
Grade 2	60	59	51	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	64	64	61		86.9	93.7	TBD		
Grade 4	58	64	61						
Grade 5	68	59	70	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		84.9	97.7	93.4		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		10	8	TBD		
Grade 12	0	0	0						
Ungraded	1	1	0	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	375	388	406		28	28	10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	20	24	31						
No. in Collaborative Team Teaching (CTT) Classes	5	17	26	Principal Suspensions	7	5	TBD		
Number all others	31	30	37	Superintendent Suspensions	3	1	TBD		
<i>These students are included in the enrollment information above.</i>									
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number					
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09		
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0		
# in Trans. Bilingual Classes	56	43	133	Early College HS Participants	0	0	0		

DEMOGRAPHICS							
# in Dual Lang. Programs	87	115	133				
# receiving ESL services only	33	30	47	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	2	0	7	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	41	41	42
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	6	11	11
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	n/a	4	3
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school	80.5	97.6	81.0
Black or African American	12.3	16.0	17.2	Percent more than five years teaching anywhere	68.3	73.2	69.0
Hispanic or Latino	86.4	82.2	79.6				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	1.0	1.2	Percent Masters Degree or higher	93.0	95.0	90.0
White	0.5	0.8	2.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.7	88.6	69.1
Multi-racial							
Male	50.1	53.1	53.9				
Female	49.9	46.9	46.1				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY				
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:		
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):				
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2		
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____		
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.				
Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:	IGS	ELA:	
	Math:	IGS	Math:	
	Science:	IGS	Grad. Rate:	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native						
Black or African American	-	-	-			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial						
Other Groups						
Students with Disabilities	√SH	√	-			
Limited English Proficient	√SH	√	√			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	5	5	4	0	0	0

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√SH	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	TBD	Overall Evaluation:	TBD
Overall Score	TBD	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	TBD
School Environment (Comprises 15% of the Overall Score)	TBD	Quality Statement 2: Plan and Set Goals	TBD
School Performance (Comprises 30% of the Overall Score)	TBD	Quality Statement 3: Align Instructional Strategy to Goals	TBD
Student Progress (Comprises 55% of the Overall Score)	TBD	Quality Statement 4: Align Capacity Building to Goals	TBD
Additional Credit	TBD	Quality Statement 5: Monitor and Revise	TBD
Note: Progress Report grades are not yet available for District 75 schools.			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

Literacy

P.S. 155 follows a Comprehensive Approach to Balanced Literacy, through a Reading First Grant. Reading First is the largest, most focused early reading initiative in the United States. Reading First was authorized by the NO CHILD LEFT BEHIND ACT of 2002 based on decades of scientific research. This federally funded initiative provides states with funding to implement scientifically based reading research for students in Kindergarten through third grade to ensure that every student can read at or above grade level by the end of the third grade. Through this federal grant, a Reading First Reading Coach was hired to work exclusively with all lower grades (K-3) on literacy instruction in both Spanish and English. The grant also provided hundreds of books for each classroom library. Teachers received intensive professional development on assessment and the use data from the assessments to drive instruction. Once the data is collected and analyzed in the five components of reading (phonemic awareness, phonics, vocabulary, comprehension and vocabulary) literacy activities can be created using the reading research website www.fcrr.org that will address students individual areas in need of improvement.

The early childhood grades at P.S. 155 continue to strive towards all students reading at or above grade level. Using spring 2009 ECLAS2 Reading Accuracy as our benchmark, in our monolingual kindergarten classes we are at benchmark with 42% of the students reading at an ECLAS level 2 or better. In our monolingual first grades, 28% of the students are reading at a level 4 or better. In the monolingual and transitional 2nd grades, 36% are at a level 6 or better. These data shows the progress our students have made in the last two years. Our biggest challenge is helping our English Language Learners become literate in their native language so that they can transition smoothly into English and read and comprehend at appropriate grade level benchmarks. Our bilingual classrooms are mixed with new arrivals and children who have been in the system more than a year. This creates a situation at P.S. 155, where the teachers have to use a combination of ESL strategies and best practices in order to provide differentiation that will ensure reading instruction at various levels.

The Teachers College Comprehensive Approach to Balanced Literacy provides a month by month overview of each unit of study. Students benefit from individualized instruction so that they can progress at their instructional level. This allows students to transfer their learned skills and strategies to reach NYS English Language Arts exam standards.

P.S. 155's ELA test scores for the 2008-2009 school year shows 49.5% of the students on or above grade level. 44% of 3rd graders scored on or above grade level. 42% of our fourth graders are on or above level. 61% of our fifth graders scored on or above grade level. All 5th grade students met the focus for the 2008-2009 school years is to move our Level 1 and 2 students to Level 3 and 4 with a focus on 4th grade students who showed the least progress and provide enrichment to our Level 3 students so they have every opportunity to become Level 4's.

Teachers continue to have weekly grade level meetings with administration and coaches to discuss the academic progress of students and curriculum. The teachers, administrators and coaches strategize how to best help the students reach their grade level benchmarks. These meetings support teachers by allowing them to analyze student data in depth and reflect on their instruction. Time is allotted for teachers and administrators to read research-based articles and reflect on how to use test score data to focus instruction. Articles were selected based on the importance of how assessment for learning can make

students more accountable for their work and the need to set goals to improve academic success. As teachers analyzed student data, they were able to identify patterns and trends in the test scores and fine tuned their teaching craft by setting goals in order to improve instruction.

In the spring of 2008, teachers met to discuss and reflect on best practices that enhanced student performance on the New York State English Language Arts and Mathematics State Test. This became the vehicle that would drive curriculum and instruction for the following school year.

This year (2009-2010), the Reading Coach is working with all K-5 teachers on explicit and rigorous instruction. Each child will get the benefit of differentiated instruction so that they may continue to learn skills and strategies at the cutting edge of their unique level. By Reading and Writing with rigor and stamina in grades Kindergarten through fifth grade, our students will be even more prepared to transfer their learned skills and use of strategies to read and write in ways that reach NYS ELA exam standards.

The Academic Intervention Teachers work closely with grades 3, 4, and 5 on a Comprehensive Approach to Balanced Literacy, which is being revisited with work already established within the curriculum. In guiding this journey, the coaches and Academic Intervention Teachers will conduct workshops on lesson design, the workshop model and unit planning while facilitating inter-visitations as well as intra-visitations in order to provide teachers with additional ideas and resources. A program by Mondo which focuses on oral language development was purchased and is presently being implemented by all grades. The school was also selected by the Carmel Hill Foundation to receive a new computer and printer in each classroom in order to implement the Accelerated Reader Program which monitors independent reading stamina and comprehension. A Wordy Study Program titled REWARDS has also been implemented for all 4th and 5th grade students in order to assist students in reading longer words and build on their fluency and vocabulary skills. In addition, training has been provided for all staff members, including paraprofessionals, on the use of Guided Reading during Reader's Workshop. Our bookroom continues to be a valuable resource for all the teachers. Books are stored there by themes, genres, and levels in both Spanish and English for teachers to borrow as needed.

The school has several tutorial programs, such as Great Leaps, Wilson, Foundations, Reading Rescue and READ Tutorial, that teachers use for small group instruction during the 37 ½ minutes. The 21st Century Grant provides funding for an after-school enrichment program. Programs include chess, basketball, chorus, art, and instrumentals.

Ongoing staff development as well as dialogue between teachers, coaches, administration and parents will help in providing cohesiveness within the school community. The goal is to continue to use the Comprehensive Education Plan as a benchmark and a vehicle for improving instruction.

Literacy Challenges and Concerns

- Recently arrived ELLs are required to take New York State tests without having enough time to acquire the English language. Research shows that it takes between 5 to 7 years to learn a new language.
- Long term ELLs whose growth becomes stagnated once they hit levels J /K (second grade) in reading are of concern. These students are mostly boys, half of which have Individual Educational Plans. We have found that these students acquire conversational English but are lacking in Academic vocabulary (Tier III) words and comprehension. This group continues to be the focus for one of the school's Inquiry teams.
- The staff at PS 155 has become well versed in providing differentiated instruction for Level 1 and 2 students, however professional development must be provided in order for teachers to acquire the tools necessary to promote rigor for the Level 3 and 4 students.
- ELL students seem to show very little academic progress in ELA once they transition from a bilingual second grade to a third grade transitional model.
- PS 155 acknowledges the need for oral language development in all grades; however this process must be accompanied by visual aides in order to enhance vocabulary and comprehension development.

Mathematics

At PS 155, we believe that the best approach to the teaching and learning of mathematics is by implementing a Comprehensive Approach to Balanced Math in grades Pre-K -5. We are in our 7th year of using Everyday Mathematics. Everyday Mathematics is a comprehensive Pre-Kindergarten through sixth grade mathematics curriculum embracing many of the traditional goals of school mathematics as well as two ambitious goals for the 21st century. These two goals are 1) to substantially raise expectations regarding the amount and range of mathematics children can learn and 2) to support teachers and children with the materials necessary to enable the children to meet these higher expectations.

During the 2007-2008 scholastic year, the 3rd edition of Everyday Mathematics was launched at P.S. 155 and throughout many New York City Public Schools. Two of the new components added, which allowed teachers to grasp a deeper concept

of the skills being taught, were the Differentiated Handbook and the Assessment Handbook. Based on students' performance on the Pre and Post Unit Tests, teachers group students according to the skills that must be reinforced or enriched. This allows for differentiated instruction to take place through Everyday Math lessons, games or teacher made math centers. This method of collecting and analyzing data will continue during the 2009-2010 school year.

On the 2008-2009 Mathematics State Exam, 84% of 3rd grade students performed at Level 3 and 4. 78% of all 4th grade students and 92% of all 5th grade students performed at Level 3 and 4. There were no Level 1 students in the 5th grade. Furthermore, according to the 2008-2009 New York City Progress Report, 84.7% of our students are on proficiency level 3 or 4. 56.3% are making at least one year of progress and 71.8% of students that were in the lowest 1/3 made at least one year of progress as well. Our focus for 2009-2010 is to continue to improve student progress where teachers and students create learning goals with measurable outcomes. These goals will be the vehicle that will continue to enhance best practices and student achievement.

Since students must perform hands on activities that incorporate the ideology of learning principles, appropriate mathematics materials with an emphasis on meaningful manipulative material, such as those dictated in the Everyday Mathematics kits, will continue to be used during the 2009-2010 school year. This hands-on approach to learning allows students to investigate the mathematical strands with an inquiry based approach and allows every student the opportunity to see the relationship between the strands and real life situations. Fun Friday is a day in which students can express and utilize what they have learned in a fun-motivating way. This will be an opportunity for teachers to informally assess and track student's knowledge of the mathematical concepts that were taught during the week.

Teachers in Pre-Kindergarten-5th grade will continue to investigate strategies that apply to Content Strands: which are Number and Numeration, Operations and Computation, Data and Chance, Measurement and Reference Frames, Geometry, and Patterns, Functions, and Algebra. Through differentiated professional development teachers will also continue to use the differentiated and assessment handbook to drive instruction in their classrooms. Additionally, in order to help our students understand and make sense of the mathematics being taught; Professional Development will also be provided to new staff members on how to incorporate mathematics literature-based materials into the Math block. There is also a need for teachers to analyze mathematics data (summative and formative assessments) in a more meticulous way in order to allow for planning for differentiated instruction and goal setting for individual students. This year students will be encouraged to process-write in their journals. This will allow teachers to monitor student problem solving abilities. Teachers also need training on analyzing student data by ethnicity and gender in order to identify any emerging trends and or patterns of achievement in mathematics.

We have a part-time math coach for the 2009-2010 school year, in order to continue the journey in providing quality instruction using as variety of strategies that provide opportunities for diverse learners. Pedagogical professional development will assist teachers in developing and fostering a classroom climate that supports academic rigor and an awareness of looking at data in a more constructive way. Through staff development, new teachers will be acclimated to the components of the math workshop while seasoned teachers will develop a further understanding of the workshop model. Investigation activities must be an integral part of the mathematics lesson to increase proficiency and understanding.

The goal for 2009-2010 is to continue to provide experiences that are meaningful and related to real life situations. We understand that when students build knowledge derived from experiences, they are more likely to retain and utilize what they have learned.

Science

At P.S. 155, Science Instruction is an inquiry based, hands on approach which focuses on teaching and learning that meet high performance and content standards by following the New York City Scope and Sequence and New York State Learning Standards. The school is using the Harcourt Brace Science program which is closely aligned to the Scope and Sequence. This program facilitates the following principles: Students investigate and learn science concepts and can experience success in science; Students will develop knowledge of and the ability to use the tools, skills and methods for scientific inquiry; Students learning will be assessed through a variety of assessment tools. Science instruction will be differentiated so that all learners can experience success through instruction that is appropriate to their needs. Teachers will be receiving Staff Development on the Scientific Method as well as how to use the Scope and Sequence. This year PS 155 has implemented a pacing calendar that utilizes pre and post exams where each question is directly aligned with NYS science standards. The teachers enter data into a spreadsheet and differentiate instruction based on the results. Our science cluster teacher receives the results of these assessments in order to support the learning needs of the class, through experiments and hands on activities. For each unit of study a parent newsletter is sent home indicating what will be studied, ways parents can help at home, and the goals that have been set for the individual student.

All students at P.S. 155 participate in the science fair. Each student follows the scientific method to prepare and present a science project either individually or as part of a cooperative group to investigate a question developed by the student. All students are recognized for their efforts.

Social Studies

The New York City DOE Social Studies Scope and Sequence is a comprehensive framework for Social Studies teaching in grades K – 8 that brings together national standards in the ten thematic strands and the New York State Core Curriculum. Each grade at P.S. 155 plans around core content units of study guided by essential questions. Within each unit of study teachers are responsible for ensuring that all students are meeting the standards.

The school is using the Harcourt Brace Social Studies program in conjunction with Houghton Mifflin Leveled Library and various trade books available in our Theme Based Book Room. This year PS 155 has implemented a pacing calendar that utilizes pre and post exams where each question is directly aligned with NYS social studies standards. The teachers enter data into a spreadsheet and differentiate instruction based on the results. Our social studies cluster teacher receives the results of these assessments in order to support the learning needs of the class, through hands on activities. For each unit of study a parent newsletter is sent home indicating what will be studied, ways parents can help at home, and the goals that have been set for the individual student.

Students get exposure to historical documents, document based questions, geography skills, and learn how to read informational graphs and data.

English as a Second Language

In 2008-2009, 48% of the student population at P.S.155 are English Language Learners (ELL). Based on the 2008-2009 New York City Progress Report, 27.5% of our ELLs in grades 3-5 have achieved exemplary proficiency gains in the New York State English Language Arts State Assessment. 21.7% of our ELLs have achieved exemplary proficiency gains in the New York State Mathematics Assessment for grades 3-5. These gains have allowed P.S. 155 to receive extra credit on the 2008-2009 New York City Progress Report.

Furthermore, in the spring of 2009, 178 students were tested using the New York State English as a Second Language Achievement Test (NYSESLAT). In Kindergarten 35 students were tested. 28% were at beginning level, 40% were at intermediate level, 31% were at advanced level. No students were at the proficient level. In First Grade 25 students were tested and 28% were at beginning level. 36% were at intermediate level, 28% were at advanced level and 8% were at proficient level. In 2nd Grade, 40 students tested. 27% of these students who tested were at beginning level, 42% were at intermediate level, 12% were at advanced level and 17% were at proficient level. In 3rd grade, 47 students were tested. 4% were at beginning level, 38% were at intermediate level, 40% were at advanced level and 17% were at proficient level. 31 of our fourth graders tested. 3% of these fourth graders were on beginning level, 32% were on intermediate level, 35% were on advanced level and 29% were on proficient. Our fifth grade ELL students move on to Middle School therefore, their scores are not available to us.

The spring 2009 NYSESLAT data clearly indicates that the number of students performing at higher levels increases with grade level. There is an emerging trend of more students becoming Proficient in the English Language as they make a smooth transition to the next grade.

In grades (3-5) Pair Up! Libraries were purchased in order to improve ELL students reading ability, including their fluency. Pair Up! combines traditional routines from paired reading and peer tutoring with innovative books that offer on-level reading opportunities for both students at their respective levels. Our students are engaged in paired reading and this allowed two readers of different abilities to read a book together. The proficient reader or a peer with a higher reading level—helps the other reader with pronunciation, word meaning, and comprehension of the story. The model of collaborative reading that is used in Pair Up! takes the concept of paired reading one step further with the introduction of two levels of reading in one book with the same title. This allows for collaborative reading experiences to happen in one mixed-ability classroom and contributes to the increase of ELL students scoring Proficient on the NYSESLAT.

Our goal for 2009-2010 is to improve the quality of instruction for English Language Learners in all grades. We will monitor their progress and assist them in moving to the next level. In order to meet this goal there will be ongoing professional development for teachers on various ELL best practice strategies from the Leadership Support Organization. Modeled lessons will be provided to teachers so that they can incorporate these best practice strategies in their classrooms. In addition, Staff Development will be provided on test prep for NYSESLAT and analyzing data from summative and formative assessments in order for teachers to drive instruction in a more meaningful way. Goal setting will also allow teachers to reflect on their best practices and differentiate instruction so that the needs of every ELL student is met in order to improve student achievement on the NYSESLAT and other mandated New York State Exams.

Another goal for 2009-2010 is to revisit our Dual Language Program and create specific goals and expectations for our Program. We will implement a 50/50 model beginning in Kindergarten. Each year the next grade will implement this 50/50 model until the Dual Language program encompasses all grades from Kindergarten through Fifth Grade. We plan to visit various schools that are in our Peer Index and other New York City public schools that run a successful Dual Language Program. This will allow us to reflect on their best practices and methodologies and implement them in our school. Furthermore, teachers in Dual-Language classrooms will need professional development and continuous training in order to run a dual language classroom effectively. We plan to implement a QTELL (Quality Teaching for ELL) Program which consists of a 5 day training for Bilingual/Dual Language teachers. This Program will also give teachers a clear direction on how instruction should take place in a Dual-Language classroom.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should presumably be aligned to the school’s annual goals described in this section.

Goal Number 1	
Goal	Describe your goal. Establish a Reading progress monitoring system for ELL students in Native Language Arts
Measurable Objective	Set the measurable target that will define whether you have met your goal. Teachers of Bilingual students will use a cohesive progress monitoring system for Reading in the students’ native language (Spanish)
Goal Number 2	
Goal	Describe your goal. To develop/implement a school-wide Positive Behavior Intervention and Support plan
Measurable Objective	Set the measurable target that will define whether you have met your goal. All teachers will engage in professional development on the implementation of the school-wide PBIS plan All students will participate in the school-wide PBIS plan
Goal Number 3	
Goal	Describe your goal. To increase the number of classroom teachers participating on Inquiry Teams in the school
Measurable Objective	Set the measurable target that will define whether you have met your goal. For the 2009/2010 year we would like to expand inquiry work to involve 100% of classroom teachers.
Goal Number 4	
Goal	Describe your goal To increase the level of rigor in the Math curriculum for higher performing students.
Measurable Objective	Set the measurable target that will define whether you have met your goal. All classroom teachers will participate in professional development that addresses differentiation within the Everyday Math program in order to increase the level of rigor for higher performing students.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification..

Subject/Area (where relevant): _____

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teachers of Bilingual students will use a cohesive progress monitoring system for Reading in the students’ native language (Spanish)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Train teachers in Spanish Developmental Reading Assessment Train bilingual teachers in the use ARIS and Excel sheets to monitor students’ growth in reading (Spanish) Meet with bilingual teachers to discuss data from IDEL, ELE, DRAs, Running Records etc. Help determine and target lesson planning in Reading for students in Native Language Arts Provide professional development on Native Language Arts instruction with a focus on comprehension and vocabulary development</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>In house staff development LSO workshops</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Spanish DRA’s / Teachers Assessments Leveled Libraries in Spanish Lesson plans that reflect differentiated instruction as evidence in data collection from DRA’s and running records Excel spreadsheets showing progress of students moving through levels</p>

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>All teachers will engage in professional development on the implementation of the School-wide PBIS plan All students will participate in the school-wide PBIS plan</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Provide Staff Development on the implementation of the school wide PBIS plan and plan assemblies in order to launch the PBIS program. Provide incentives for students that are adhering to the plan of action</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>LSO workshops In house turn-key by coordinator</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Appointment of a PBIS Coordinator Written PBIS plan available to all staff, parents, and students Create a PBIS planning team Collect agendas and minutes from meetings Monitor number of incidents for the 2009/2010 school year as compared to 2008/2009 school year</p>
<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>For the 2009/2010 we want to expand inquiry work to involve 100% of classroom teachers.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Involve LSO and Instructional cabinet in the launching of ongoing PD using ARIS and Excel spreadsheets as a means for identifying possible grade level Inquiry case studies. Schedule bi-weekly Inquiry grade Meetings to discuss case studies and share best practices</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>LSO workshops Inquiry Team funds</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Monitor students growth via spreadsheets Agendas and minutes from meetings will be collated Collect samples of students' work Identification of Inquiry Students and focus area</p>

<p>Annual Goal #4 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>All classroom teachers will participate in professional development that addresses differentiation within the Everyday Math program in order to increase the level of rigor for higher performing students.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Provide professional development on differentiation and the implementation of Everyday Math games Teachers will use the Unit Pre-test to create groups and plan for differentiated Instruction Create differentiated math centers Use AIS staff as a resource to add rigor to the math curriculum</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>LSO workshops Free DOE workshops</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Collect Teacher Math checklists and plans for differentiated instruction Collect agendas and evidence from PD's Collect samples of students' work and Math journals</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	1		N/A	N/A	7			
1	5		N/A	N/A	4			
2	10		N/A	N/A	8			
3	24	3	N/A	N/A	9			
4	21	1	15	15	7			
5	22	0	14	12	13			
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>The A.I.S. teachers provide push in/pull out services through small group instruction designed to provide remediation. AIS Programs provided for students include: Wilson, Great Leaps, Foundations, READ, Reading Rescue, Text Talk, Leveled Readers, Reading First Intervention Kit, Reciprocal teaching, Comprehension skills books. For Vocabulary: Vocabulary Connection and Words Their Way. Yearly and Monthly Theme Planning Webs, Four (4) Academic Intervention Service Teachers that provide intervention services during the Literacy Block in a push in/pull out model depending on the needs of the students and the experience of the classroom teacher.</p> <p>During Afterschool/37 ½ minutes – classroom teachers and A.I.S. providers use the following programs to address specific needs: Wilson, Foundations, Read Tutorial and Reading Rescue</p>
Mathematics:	<p>The A.I.S. teachers provide push in/pull out services through small group instruction designed to provide remediation. This service is provided during the Math block. In groups of no more than 8 students, the A.I.S. teacher modifies the curriculum that is being presented by the classroom teacher and uses differentiated materials and strategies to modify the instruction using a hands-on approach. The Math Navigator is used identify the basic skills that students struggle with.</p>
Science:	<p>NYC Science Scope and Sequence will be followed. Teachers will administer a pre test and enter each student’s information on a spreadsheet. This spreadsheet will be utilized in order to create centers and groups based on students’ needs. Following a post test, the teachers will again enter the data on a spreadsheet and provide differentiated centers based on the results. The Science Cluster Teacher receives pre and post test spreadsheets in order to plan lessons around the needs of particular classes.</p>
Social Studies:	<p>NYC Social Studies Scope and Sequence will be followed. Teachers will administer a pre test and enter each student’s information on a spreadsheet. This spreadsheet will be utilized in order to create centers and groups based on students’ needs. Following a post test, the teachers will again enter the data on a spreadsheet and provide differentiated centers based on the results. The Social Studies Cluster Teacher receives pre and post test spreadsheets in order to plan lessons around the needs of particular classes.</p>

<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Students experiencing academic difficulty combined with behavior issues and test taking anxiety are identified to the school guidance counselor. The counselor provides the students with small group sessions where they are able to discuss and work through anxiety relating to home and school. The guidance counselor also provides the classroom teachers with strategies on how to address these students' needs in the classroom.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Students experiencing social, emotional and behavioral difficulty are identified to the school psychologist. The psychologist observes the student in the environment that he/she is having difficulty in. This observation is followed by a discussion at the bi-weekly PPT meeting where recommendations are made to the classroom teacher and other service providers.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Students that are experiencing difficulty at home or at school are identified to the school social worker at the bi-weekly PPT meeting or by the Special Education Supervisor. The social worker then conducts informal observations of the child in his or her environment and will also contact the parents to get a social history on the child. This is often followed by a referral for at risk services to be provided by an outside agency.</p>
<p>At-risk Health-related Services:</p>	<p>All students at P.S. 155M are enrolled in the Boriken Health clinic located on school premises which provide to our students regularly scheduled physicals and immunizations. Boriken Health Clinic also has a social worker on hand three days a week and provides counseling to students identified by the administration or their parents.</p>

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

The school is comprised of approximately 50% ELLs. Of those ELLs, approximately 27% are Advanced level learners, 32% are Intermediate and 15% are Beginners. The remaining 26% of ELLs are newly admitted students. Of the newly admitted students, 78% are Beginners/Intermediates and 12% are advanced. The majority of ELLS receiving language services at the school are deficient in reading and writing.

The majority of the students that qualify for the extension of services have not met the performance standards in writing (reason code W). To help students meet the performance standards in writing our school will provide ESL, Bilingual or Dual language services by licensed specialists. An interdisciplinary instructional program; aligned with the New York State standards has been purchased and will be used with (W) students to assist them in meeting the writing standards. In addition, students will have the opportunity to participate in after-school programs that will focus on writing skills.

Some of the students that qualify for the extension of services have not met the performance standards in reading (reason code R) and listening (reason code L). Some of the students that qualify for the extension of services have not met the standard in speaking (reason code S). To help students meet the performance standards in reading, writing, speaking and listening, our school will provide our English Language Learners an ESL, Bilingual or Dual language services by licensed specialists. Students will also have the opportunity to participate in after-school programs that focus on reading and listening skills.

Some of our students have an IEP that mandates ESL Services (reason code SE). These students will get small group instruction with a special education specialist. An ESL specialist who will use ESL methodologies for instruction and an interdisciplinary instructional program will also service these students.

In addition, our school as a whole is focusing on vocabulary and fluency. We are using research base strategies to help close the achievement gap between our ELL students and our monolingual students. Ongoing staff development will be provided in these areas. Our school Inquiry Team will support this mission by investigating our target population, implementing vocabulary building and fluency instructional strategies, and sharing their findings with our school community.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K-5 _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

List of LAP Team Members and Meetings:

Lillian Raimundi-Ortiz	Principal
Henry Masso	Parent Coordinator
Gloria Jimenez	PTA President
Sonia Feliciano	Reading First Coach
Jane Nunez	Guidance Counselor
Veronica Villanueva	ESL Teacher

The principal meets with the committee members once a month.

Teacher Qualifications:

Currently we have 1 certified and highly qualified ESL teacher, and 6 certified and highly qualified Bilingual Education teachers. Copies of teachers' licenses and/or certifications are on file in the main office.

ELL Demographics:

The school has a population of 402 students, of which 199 or 50% are ELLs. Which include 37 Long Standing ELLs. In order to service the large population of ELLs, PS155 has implemented the following programs:

Dual Language Program

The Dual Language program at P.S. 155 is currently being implemented in Kindergarten. There are two Dual language classes with a total of 37 ELL students participating. It is an enrichment Bilingual Education model that employs two languages one of which is English and the other is Spanish for the purpose of instruction. It involves students who are native speakers of each of these two languages. The ethnicity of participating English proficient students is that of African Americans and students of Hispanic background. Both groups of students work towards the common goal of becoming bilingual in a shared learning environment. This follows the State's high expectations and standards for all student participants. It encourages the development of language and academy skills in the second language while increasing the mastery of these in the first language.

Transitional Bilingual Program

The Transitional Bilingual program is being implemented in grades 1 through 5. This program offers differentiated instruction that addresses the unique needs of ELL Spanish-speaking students. Factors that determine instructional grouping and strategies include:

- Developmental level and age of the learner; proficiency in native language and English; extent and nature of formal schooling.
- Because there are fewer ELL students in the upper elementary level, the ELLs are formed within classrooms which consist of students with a large range of English proficiency levels. Therefore the certified ESL teacher provides ESL services for those students requiring 360 minutes of ESL weekly, while the classroom teacher will provide ESL to ELLs requiring 180 minutes weekly. We will use a team teaching pull-out model in which the ESL teacher instructs the newcomers during the literacy block, while the classroom teacher conducts the literacy lesson for the rest of the class.
- First Grade students receive 75% of their instruction in Spanish and 25% in English. Second Grade students receive 50% of their instruction in English and 50% in Spanish. Third Grade students receive 40% of their instruction in Spanish and 60% in English. Fourth and Fifth Grade students receive 25% of their instruction in Spanish and 75% in English.
- Currently there are 111 students participating in the Transitional Program.

ESL Services

ELL students, 49 in all, whose parents selected not to enroll them in either a dual language or transitional bilingual program, receive ESL services by a certified ESL teacher. The ESL pullout model is designed to ensure that ELLs are provided with opportunities to practice the skills needed to gain English language proficiency.

Of the 49 students serviced by the ESL teacher during the year, 14 are Special Education students, 10 are long term ELLs and 2 are Newcomer ELLs. There are no SIFE students.

The ELLs serviced by the ESL teacher are comprised of the following mix of proficiency levels: Approximately 51% are Advanced level learners, 33% are Intermediate and 16% are Beginners.

Using the Total Physical Response (TPR) method, instruction will focus on content area, specifically science and social studies. The TPR approach is supported by scientifically based research which indicates that language is best supported by multi-sensory activities.

All ELL students who have been deemed “at risk” are provided with additional services such as the READ Tutorial programs for grades 1 and 2 to increase their reading skills. An ESL enrichment class for ELL students has been implemented to provide additional services to help improve ESL language acquisition, reading skills, content area knowledge and academic language skills .

Parent Program Choice:

Within 10 days of students’ enrollment an orientation is provided for all parents of English Language Learners. Additional orientations are provided in November, March and June. During the orientations, parents view a video on the various types of bilingual programs that are available at the school. After viewing the video, the Principal and ESL teacher answer any questions the parents may have concerning such services. Parents are also provided with workshops on NYSESLAT and LAB-R assessments. They are also invited to visit classrooms where bilingual or ESL classes are taking place. Also within the first 10 days of student enrollment, parents are asked to complete the required forms that will indicate whether or not they would like to have their child placed in a bilingual program. They will have the option of selecting from a dual language, transitional or freestanding ESL program. Most parents have opted to place their children in dual language programs. The forms are then reviewed by the principal, ESL & bilingual teachers before assigning students to a specific bilingual or ESL program. These forms are kept on file in the main office. A notice is also sent to parents who were unable to attend with information on future orientations and meetings. Through the Phone Messenger, the parent coordinator contacts parents of ELLs to make them aware of upcoming workshops and meetings that will be taking place at the school site.

Assessment Analysis and Planning for ELLs:

NYSESLAT

In the spring of 2009, 188 students were tested using the New York State English as a Second Language Achievement Test (NYSESLAT). In Kindergarten, 37 students were tested. 40.5% were at beginning level, 48.5% were at intermediate level, 8% were at advanced level and 3% of students were proficient. In First Grade, 32 students were tested and 16% were at beginning level. 46% were at intermediate level, 22% were at advanced level and 16% were at proficient level.

Further aggregation that summarizes ELLs strengths and weakness in listening/speaking and reading /writing modalities indicated the following:

In grades K-1 the Listening/Speaking portion indicated that of the 69 students tested, 1% were at the beginning level, 24% were at the intermediate level, 39% were at the advanced level and 25% were at the proficient level

In grades K-1 the Reading/ Writing portion indicated that out of the 69 students tested, 29% were at the beginning level, 41% were at the intermediate level, 13% were at the advanced level and 17% were at the proficient level.

From the above information we noticed that students in the early grades K-1 did better in the listening portion of the test than the reading and writing.

In Second Grade, 24 students tested. 29% of these students who tested were at beginning level, 58% were at intermediate level, 13% were at advanced level and none were proficient. In Third grade, 25 students were tested. 8% were at beginning level, 20% were at intermediate level, 60% were at advanced level and 12% were at proficient level. Thirty-two of our Fourth graders tested. 3% of these 4th graders were on beginning level, 19% were on intermediate level, 56% were on advanced level and 22% were proficient. Of the 35 Fifth graders tested, 11% were at the beginning level, 29% were intermediates, 51% were advanced and 9% were proficient.

Further aggregation that summarizes ELLs strengths and weakness in listening/speaking and reading /writing modalities indicated the following:

In grades 2-4 the Listening/Speaking portion indicated that out of 81 students tested, 1.5% were at the beginning level, 11% were at the intermediate level, 48% were at the advanced level, and 39% were at the proficient level.

In grades 2-4 the Reading/ Writing portion indicated that out of 81 students tested, 12.5% were at the beginning level, 32% are at the intermediate level, 42% are at the advanced level and 13.5% at the proficient level.

From the above information we noticed that students in grades 2-4 did better in the listening portion of the test and improved slightly on the reading and writing portion of the test.

Of the 35 students in 5th grade tested in the Reading/Writing portion of the test, 11% were at the beginning level, 29% were at the intermediate level, 51% were at the advanced level and 9% were proficient.

The spring 2009 NYSESLAT data clearly indicates that the number of students performing at higher levels in Listening/Speaking increases with grade level. There is an emerging trend of more students becoming Proficient in the English Language as they make a smooth transition to the next grade.

Based on the New York City Progress Report, 27.5% of our ELLs in grades 3-5 have achieved exemplary proficiency gains in the New York State English Language Arts State Assessment.

To the exclusion of Newcomer students, the majority of the students serviced are deficient in reading/writing skills. The majority of students are either advanced or proficient in English and their NYSESLAT scores have been brought down by the low level of their reading/writing skills. This is true for both K-2nd and 3rd-5th grade students. For this reason, the ESL and bilingual teachers have concentrated on building reading and writing skills across all proficiency levels, without leaving aside listening and speaking skills.

In addition, our school as a whole is focusing on vocabulary and fluency. We are using research-based strategies to help close the achievement gap between our ELL students and our monolingual students. Ongoing staff development will be provided in these areas. Our school Inquiry Team will support this mission by investigating our target population, implementing vocabulary building and fluency instructional strategies, and sharing their findings with our school community.

In grades (3-5) Pair Up! Libraries were purchased in order to improve ELL students reading ability including their fluency. Pair Up! combines traditional routines from paired reading and peer tutoring with innovative books that offer on-level reading opportunities for both students at their respective levels. Our students were engaged in paired reading and this allowed two readers of different abilities to read a book together. The proficient reader or a peer with a higher reading level helps the other reader with pronunciation, word meaning, and comprehension of the story. The model of collaborative reading that is used in Pair Up! took the concept of paired reading one step further with the introduction of two levels of reading in one book with the same title. This allowed for collaborative reading experiences to happen in mixed-ability classrooms and contributed to the increase of ELL students scoring Proficient on the NYSESLAT.

Mathematics:

Based on the New York City Department of Education Progress Report for 2008-09, 26.8% of our ELLs have achieved exemplary proficiency gains in the New York State Mathematics Assessment of grades 3-5. These gains have allowed P.S. 155 to receive extra credit. We did, however, notice that although the ELLs did very well due to the fact that they were able to take the exam in their native language we need to add rigor to the curriculum so that they can show more growth in their mathematics skills.

5th Grade Social Studies Assessment:

We noticed that the students who tested in their native language did not do as well as students who tested in English. Reasons for students' low academic performance can be attributed to vocabulary introduced on the test that students were not familiar with. Low performance can also be attributed to the fact that the Social Studies preparation materials were not available in students' native language to allow them to prepare for the test.

Periodic and Interim Assessments:

In grades 3-5 teachers administer the Acuity Predictives in ELA and Math in addition to test simulations in all content areas. These assessment results are then reviewed and analyzed by teachers, AIS providers and school leadership to inform instruction. Students are then targeted and grouped according to specific needs as per the item analysis.

Planning for ELLs

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Students are generally grouped in heterogeneous groups that mix students of varying proficiency levels when working on listening/speaking activities. Students with very low proficiency in listening/speaking are given additional mini-lessons in the listening/speaking activities and then paired with students who are slightly higher in proficiency levels for group activities to encourage their language development and expose them to native-like English.

The same is true for students working on reading/writing activities. Students use Pair Up! books (which pair students of differing proficiency levels) to work on fluency and comprehension skills. In addition, students are paired with students that are either at the next level up or the next level down when working on reading/writing activities in order to reinforce vocabulary and reading/writing skills during pair and group work. Very beginning students are paired with a buddy who will help them with beginning vocabulary and reading/writing skills.

In addition, our school as a whole is focusing on vocabulary and fluency. We are using research-based strategies to help close the achievement gap between our ELL students and our monolingual students. Ongoing staff development will be provided in these areas. Our school Inquiry Team will support this mission by investigating our target population, implementing vocabulary building and fluency instructional strategies, and sharing their findings with our school community

In grades (3-5) Pair Up! Libraries were purchased in order to improve ELL students reading ability including their fluency. Pair Up! combines traditional routines from paired reading and peer tutoring with innovative books that offer on-level reading opportunities for both students at their respective levels. Our students were engaged in paired reading and this allowed two readers of different abilities to read a book together. The proficient reader or a peer with a higher reading level—helps the other reader with pronunciation, word meaning, and comprehension of the story. The model of collaborative reading that is used in Pair Up!, took the concept of paired reading one step further with the introduction of two levels of reading in one book with the same title. This allowed for collaborative reading experiences to happen in mixed-ability classrooms and contributed to the increase of ELL students scoring Proficient on the NYSESLAT.

Our goal for 2009-2010 is to improve the quality of instruction for English Language Learners in all grades. We will monitor their progress and assist them in moving to the next level. We will increase the number of teachers using best practice strategies for ELL students as evidenced by the school wide best practices checklist. Academic Intervention Services (AIS) will be provided in Reading, Mathematics, Science and Social Studies. AIS teachers will push in and work either individually or in small groups using intervention strategies to improve students' academic proficiency. Transitional support will also be provided through ESL enrichment classes and ESL tutorial support during the day and the 37 ½ extended day program for two years for ELLS reaching NYSESLAT proficiency. In order to meet this goal there will be ongoing professional development for teachers on various ELL best practice strategies from the Leadership Support Organization, Modeled lessons will be provided to teachers so that they can incorporate these best practice strategies in their classrooms. In addition, Staff Development will be provided on test prep for NYSESLAT and analyzing data from summative and formative assessments in order for teachers to drive instruction in a more meaningful way.

Goal setting will also allow teachers to reflect on their best practices and differentiate instruction so that the needs of every ELL student is met in order to improve student achievement on the NYSESLAT and other mandated New York State Exams.

Another goal for 2009-2010 is to revisit our Dual Language Program and create specific goals and expectations for our Program. We currently have the Dual-Language Program in grades K, 1st, 3rd, and 4th grade. However, we plan to visit various schools that are in our Peer Index and other New York City public schools that run a successful Dual Language Program. This will allow us to reflect on their best practices and methodologies and implement them in our school. Furthermore, teachers in Dual-Language classrooms need professional development and continuous training in order to run a dual language classroom effectively. We plan to implement QTELL (Quality Teaching for ELL) Program which consists of a 5 day training for Bilingual/Dual Language teachers. This Program will also give teachers a clear direction on how instruction should take place in a Dual-Language classroom.

Resources and Support:

Instructional materials used to support ELLs are as follows:

- Rewards program used as an ESL intervention
- Pair Ups and Quick Read books and materials to improve Fluency.
- Text Talk to improve comprehension and vocabulary

Native language support in both the Dual Language and Transitional programs are delivered through the Science and Social Studies Instruction. Books and activities in both content areas are provided in student's native language.

Native Language Arts and ESL are provided through the use of Technology classes provided both during the day and extended day.

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

Professional Development Calendar 2009 - 2010

<i>Date</i>	<i>Title/Purpose</i>	<i>Audience</i>	<i>Presenter</i>
September 1, 2009	New Teacher Orientation	New Teachers	Ms. S. Feliciano
September 1, 2009	Overview of Reading First	New Teachers	Ms. S. Feliciano

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September 1, 2009	Overview of DIBELS Assessments	New and All Teachers	Ms. S. Feliciano
September 2, 3, 4, 2009	Goal Setting, Activity for Building Community in classroom, classroom set up	All Teachers	Ms. Easton
September 4, 2009	Setting up classroom library	New Teachers	Ms. Easton
September 8, 2009	Welcome Teachers/ Teachers Handbook Quality Review Rubric, Progress Report, Learning Survey	All Teachers	Ms. Ortiz
September 1, 2009	Accelerated Reader	All Teachers	Judith Parker
September 3, 2009			
October 14, 2009			
September 16, 2009	Data Presentation from LSO – using test scores to focus instruction	All Teachers	Heather Hoffman
September 17, 2009			
September 8, 2009	Building Professional Learning Community	All Teachers	Ms. Easton
September 3, 2009	Launching Readers Workshop/Writers notebook – Scope and Sequence	Gr. 4 Teachers	Ms. Easton
September 9, 2009	Writers Workshop/ Writers Notebook	Gr. 4/5 Teachers	Ms. Easton
September 12, 2009	Creating an Effective Environment	All Teachers	Ms. Easton
September 15, 2009	Looking at Data	K-3 rd Teachers	Ms. Feliciano
September 18, 2009	Prepare to Collect Data	K-3 rd Teachers	Ms. Feliciano
September 24, 2009	Analyzing ELA and Math Data	3 -5 th Teachers	Ms. Easton
September 24, 2009	Reading First with Ms. Nelson	K to 3 rd Teachers	Ms. Feliciano
October 2, 2008	Writing Narrative Accounts Writing	4 gr. Teachers 3r. Teachers	Ms. Jimenez Ms. Ortiz
October 5, 2009	Reading First – Ms. Nelson	K-3 Teachers	Ms. Feliciano
September 15, 2009	Math Workshop Social Studies	K – 5th Grade 5th	Ms. Easton Ms. Easton
October 22, 2009	Social Studies	5 th gr Teachers	Ms. Easton
October 23, 2009	Data Meeting @LSO		Ms. Ortiz
October 26, 2009	Reading First – Ms. Nelson	K-3 Teachers	Ms. Feliciano
October 27, 2009	Analyze ELA Practice Data	3 rd grade Teachers	Ms. Feliciano
October 29, 2009	Analyze ELA Practice Data	5th grade Teachers	Ms. Easton
October 30, 2009	Analyze ELA Practice Data	4th grade Teachers	Ms. Ortiz
November 3, 2009	<u>PROFESSIONAL DEVELOPMENT DAY</u>	ALL STAFF	Ms. Ortiz, Mejia
November 4, 2009	Reading First – Classroom teacher demo	Gr. 3	Ms. Fields

November 4, 2009	Components of Every Day Mathematics EDM	k-5	Ms. Easton
November 12, 2009	Reading First – Classroom teacher demo	Gr. 2	Ms. Romero
November 12, 2009	Read Program Training for Tutors	Collazo/Santiago	
November 12, 2009	Boriken Health Center		Borinken

December 2009 TBA

January 2010 TBA

February 2010 TBA

March 2010 TBA

April 2010 TBA

May 2010 TBA

June 2010 TBA

Form TIII – A (1)(b)

School: PS 155 BEDS Code: 310400010155

Title III LEP Program (projected allocated amount \$28,580)
School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$ 5,000.00 \$ 2,000.00	Per diem for coverage Per session for NYSELAT Saturday Academy
Purchased services - High quality staff and curriculum development contracts.	\$ 11,006.00	Reimbursement for tuition
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 8,574.00	Libraries, Cassette Recorders, and Books on Tape
Educational Software (Object Code 199)	\$ 1000.00	ESL Software
Travel	\$ 500.00	Reimbursement for teacher travel
Other	\$ 500.00	Refreshments for parent workshops
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

A survey was provided to parents where they had to indicate whether or not they felt that translation in their native language was needed. Many of the responses indicated that translation in their native language (Spanish) was very much needed. These surveys are then reviewed by the Principal and parent coordinator and kept on file in the Main Office. We also have a growing population of Arabic children at PS 155M and we have one teacher who can translate for them. We also utilize the ATS data which indicates the home language of the students.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Of the parents surveyed one set of parents speak Turkish and has brought an interpreter to meetings, however they can and do communicate in English. One set of parents speak Arabic and has brought an interpreter to meetings. One set of parents speak Bengali and has not come to meetings with the teacher. The remainder of the parents surveyed speaks either English or Spanish. Since the ESL and bilingual teachers speak both languages no interpreter is needed. Written communications are sent out in both English and Spanish.

Parent surveys and PA feedback to the PS 155 SLT committee indicated that many parents who are non English speakers would like to learn more about the school's CEP. In addition, there are some issues that have been brought up at SLT meetings regarding information that is sent to schools that have not been translated in the past by the region and was not available in their native language. Although translating the entire CEP can be a challenging task, they would like to have a summary of the CEP in Spanish.

Part B: Strategies and Activities

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

All literature sent out to parents is provided in the parents' home language. Since, a relatively large population of parents speaks only Spanish at PS 155; the school's CEP will have to have a Spanish translation. By translating the document parents will be provided with the opportunity to read, discuss and understand the school's CEP, which can then lead to an improvement in parental participation at CEP planning meetings. Letters that arrive from the region or any outside organization will also be translated before being sent out to parents. These services will be provided by an in house staff member.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Many of the staff members at PS155 are bilingual and will serve as interpreters when the need arises. For example, the Parent coordinator is bilingual and serves as interpreter during PTA meetings, Parent Teacher meetings. The majority of the office staff is also bilingual and can assist parents who come into the Main office to either register their child or need to speak to a teacher who does not speak their language.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

- a. We have materials in more than one language
- b. Signs are written in English and Spanish
- c. We have a contact person/department to get text translated
- d. We have a contact to have translations available for parents

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	357,413.10	44,576.80	401,989.90
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,031.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		446.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	20,157.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		2,229.00	
6. Enter the anticipated 10% set-aside for Professional Development:	40,315.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		4,458.00	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: ____91%__

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

- Reimburse college tuition**
- Provide mentors through the LSO**
- In-house professional development**
- LSO workshops.**

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

PS155/ The William Paca School agrees to implement the following statutory requirements:

- The school will put programs, activities and procedures for the involvement of parents that are consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;

- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
1. William Paca/ PS155 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - At the beginning of the school year parental orientation is provided for all parents. At this orientation PS155 staff will explain how parental involvement and support is vital in helping to improve the students’ academic achievement and school performance.
 - Parent Coordinator will conduct outreach and coordinate parent participation in the joint development of the parental involvement plan.
 - PTA meeting will be held to inform and encourage parents to become involved in the development of the parental involvement plan.
 2. William Paca /PS155 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Monthly PA Executive Board meetings and general meeting.
 - Bi-weekly School Leadership Team meetings, where the team will be given the opportunity to participate in school review and improvement.
 - Meetings will be held to discuss, develop and approve Parental Involvement Plan.
 3. William Paca/PS155 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 4. William Paca/PS155 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs].
 5. William Paca/PS155 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 6. William Paca/PS155 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards

- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

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

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

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by said policy. This policy was adopted by the The William Paca School on June 6, 2006 and will be in effect for the period of Sept. 2008-June 2009. The school will distribute this policy to all parents of participating Title I, Part A children on or before

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

William Paca/PS155, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

School Responsibilities:

William Paca/PS155 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held on November 20, 2008 and on March 19, 2009.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows.
 - Monthly Progress Reports sent to all students in K to 5th grade.
 - Phone messenger to Report Attendance issues and lateness
 - Quarterly Progress Reports are sent home to all students receiving A.I.S./Related Services
 - Meetings are held to share reports with parents such as: Learning Survey, Title I Spending, Financial Reports, Quality Review and school Report Cards.
 - School Mailings

4. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 - Meet the teacher night in September of every year
 - The Parent Coordinator greets parents outside of the building in the morning and afternoon in order to assist parents with small issues like making an appointment to meet with their child teachers, requesting a school letter, etc.
 - Provide appointment slips in the parent handbook and in the main office.
 - Parents can make appointments to meet their child's teacher before or after school or during the teachers prep.
5. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 - Meet the teacher night in September – Parents are allowed to visit classrooms and become familiar with curriculum and materials being used.
 - Recruitment of volunteers in September and throughout the year and provision of training by Learning Leaders
 - Parents are allowed to visit classrooms throughout Parent/Teacher Conference week and other times.
 - Parents are invited visit school's Art Gallery and view student projects ex. Science fair or Math 100th day of school fair.
6. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
7. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
8. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
9. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
10. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
11. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.

- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 - a. See Part IV: Needs Assessment

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

- See Part V: Annual School Goals and Objectives
3. Instruction by highly qualified staff.
 - See Part II: Narrative Description of School
 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 - See Part II: Narrative Description of School
 - See Part V: School Goals and Objectives
 5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - Not Applicable due to low teacher turnover
 6. Strategies to increase parental involvement through means such as family literacy services.
 - See Part II: Narrative Description of School
 - See Part V: Goals and Objectives: Section J
 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 - Parents are provided with an orientation meeting.
 - There is communication between administration at site and staff of PS 155.
 8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - See Part II: Narrative Description of School

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 - See Part B. Description of Academic Intervention Services
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
 - See Part V: Annual School Goals and Objectives

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Since the year 2005, PS155 has been participating in the Reading First initiative in grades K - 3. This resulted from the No Child Left Behind Act (NCLB) legislative initiative. Although the curriculum focuses on the seven different areas of reading identified by NYSELA standards, which include decoding, word recognition, print awareness, fluency background knowledge and vocabulary, we have found that there are gaps in the areas identified in the curriculum audit findings # 1.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Through weekly grade meetings, frequent data collections, data talks, informal/formal observations, inter-visitations and through planning sessions where teachers participate in curriculum mapping, the staff at PS 155 found that best teaching practices were taking place there was still a gap between what was being taught and what students actually mastered.

In the area of ELA although teachers were participating in planning and creating curriculum maps we are in agreement that the maps are created on a topical level and need to focus more deeply on the learning that is taking place. We also found

that more time is needed for eyes on text (independent reading). In reference to English Language Learners (ELL) and students with special needs we found that there is a great need for added visuals and concentration on oral language development. Although we, as a school, have an abundance of reading materials, we often find ourselves short on the levels needed by ELL and special needs students.

In the area of writing, PS155 has been following the Teacher's College curriculum. Although it develops the creative portion of a child's writing development, it falls short in developing the mechanics, spelling and grammar in their writing for the students that are ELLs at this school and a growing number of students with special needs.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

This is the last year of the Reading First initiative grant. However, best practices are the primary focus at P.S. 155. This year we have taken the NYS ELA Reading and Writing Standards and incorporated the Scope and Sequence in content areas in order to create pacing calendars that are designed to better prepare the students for the ELA which is primarily Science and Social Studies based. The incorporation of science and social studies during the 90 minute reading block gives students the opportunity to read more non-fiction text.

Weekly planning sessions and data talks which include coaches and AIS staff members provide a setting based around student learning and projected outcomes. The use of monthly running records and quarterly Diagnostic Reading Assessments gives the teacher a sense of how students are moving and help teaches plan skills and strategy lessons. Also the implementation of Accelerated Reader program will take place, which monitors the time a student spends on reading and assesses the books they have read. The program also helps the teachers with targeting the amount of time needed to be spent on independent reading, guided reading and conferencing sessions. This in turn will assist in improving student reading levels in time for the ELA test.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical

content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

PS155 regularly gathers data provided by the Every Day Math (EDM) end of unit assessments. The teachers then make plans of action where decisions are made for individual instruction, the opportunity for re-teaching in whole groups sessions, guided group sessions and conferencing while students are working independently.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Fortunately 86% of our students performed at or above grade level. This is due to the fact that the State math test comes in their native language; however after analyzing NYS data and informal assessments we have come to notice that there is little growth for Level 3 and 4 students. This resulted in only a .5 upward movement on the 08-09 state exams.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

This year the staff has decided to provide students with a pretest and a posttest for each unit. The pretest allows us to learn what students already know and group them accordingly. The post test is given 1 week before units end in order for teachers to re-teach and differentiate instruction a second time. An emphasis on explicit teaching and modeling of the use of problem solving strategies has come to the forefront in the classroom.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

After having analyzed the Professional Development survey, we found that the bilingual teachers were only getting in-house Professional development, where as the ESL teacher who attended a Quality Teaching for English Learners (QTEL) workshop with the LSO. Professional Development was not able to be turn-keyed since these teachers were in the classroom and there is only two PD calendar days per year.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The school will address PD for teachers of ELLs through in house PDs, grade meetings, planning sessions, classroom observations, inter-visitation, and departmentalized meetings.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The school will address PD for teachers of ELLs through in house PDs, grade meetings, planning sessions, classroom observations, inter-visitation, and departmentalized meetings.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs’ academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students’ time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

Seven

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

Those students are provided with At-risk counseling, uniforms, Academic Intervention Services, and assistance from the Attendance teacher. The parent coordinator provides assistance with pantry information, outreach programs, and after-school programs. Our Boriken Health Services provides physicals, immunizations etc.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.