



PS/IS 155

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 23K155
ADDRESS: 1355 HERKIMER ST
TELEPHONE: (718) 495-7751
FAX: 718-345-9064

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)...26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 155K **SCHOOL NAME:** Nicholas Herkimer School

SCHOOL ADDRESS: 1355 Herkimer Street, Brooklyn, NY 11233

SCHOOL TELEPHONE: 718-495-7751 **FAX:** 718-345-9064

SCHOOL CONTACT PERSON: Nelly Cortes **EMAIL ADDRESS:** Ncortes3@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Todd Abbott

PRINCIPAL: Nelly Cortes

UFT CHAPTER LEADER: Todd Abbott

PARENTS' ASSOCIATION PRESIDENT: Carmita Jimenez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 23 **CHILDREN FIRST NETWORK (CFN):** 401

NETWORK LEADER: Alice Brown

SUPERINTENDENT: Ainslie Cumberbatch

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 member 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/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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
Nelly Cortes	*Principal or Designee	
Todd Abbott	*UFT Chapter Chairperson or Designee	
Carmita Jimenez	*PA/PTA President or Designated Co-President	
Lana Haynes	Teacher	
Jacqueline Henry	Teacher	
Naisha Webster	Teacher	
Jacqueline Bens	Member/	
Tabitha Daniels	Member/	
Kemesha Evans	Member/	
Canda Garcia	Member/	
Maria Gonzalez	Member/	

	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

Built in the early nineteen hundreds, P.S./I.S. 155 (District 23), is located in the Ocean-Hill Brownsville section of Brooklyn. The neighborhood consists mainly of two-family houses with commercial buildings interspersed in the area. The families and students are an ethnically diverse population. This environment prompts us to take a multicultural approach to instruction.

P.S./I.S. 155 serves students in grades Pre-K-8. The school's operating principles are derived from the mission and vision statement. The school's mission states that the school community of PS/IS 155 is dedicated to encouraging life-long learning in the journey towards creating self-confident, socially responsible, and critically thinking citizens who can succeed in the global community of the 21st Century. The staff of PS/IS 155, working in tandem with parents and community members, will reinforce these values through constant modeling and instruction. The school's vision states that PS/IS 155 will utilize all the resources at their disposal, such as academics, the arts, athletics, parent knowledge, community expertise, technology, and various teaching and learning styles, to ensure that all of their students grow in every dimension possible. By constantly seeking out new avenues of imbuing knowledge, and perfecting those already in place, the students become both open to the future and secure in the knowledge they already possess.

The school offers a challenging curriculum throughout all grade levels. Currently there are 2 full day Universal Pre-Kindergarten classes. The Reading First program provides students in grades K-3 with a strong foundation in literacy. The Core Knowledge program utilized in Grades 4-8, further expands students' knowledge offering a content-rich curriculum that is solid, specific, shared and sequenced. Everyday Day Math is utilized in grades K-5 and Impact Math is utilized in grades 6-8. These programs in conjunction with the Chancellor's Core Curriculum provide students with rigorous Literacy and Mathematics instruction. The Core Common Standards in Language Arts and Mathematics are measured by State and City standardized tests.

Project Arts, 21st Century programs including the Leadership Program, Visions, OASIS and the Phoenix Community Garden all provide extra curricular activities for the students and parents at the school. The activities provided through these programs are designed to further promote students' academic and social growth, encourage parental involvement and build community relations.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	PS/IS 155 Nicholas Herkimer			
District:	23	DBN #:	23K155	School BEDS Code #: 332300010155

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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	28	28	36		90.3	91.5	90.4		
Kindergarten	62	50	51						
Grade 1	60	69	55	Student Stability: % of Enrollment					
Grade 2	70	67	63	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	90	62	61		89.2	88.6	87.3		
Grade 4	70	70	58						
Grade 5	61	63	66	Poverty Rate: % of Enrollment					
Grade 6	59	53	56	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	69	59	55		91.3	87.9	95.3		
Grade 8	57	58	61						

DEMOGRAPHICS							
Grade 9	0	0	0	Students in Temporary Housing: Total Number			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		18	42	46
Grade 12	0	0	0				
Ungraded	4	7	11	Recent Immigrants: Total Number			
				(As of October 31)	2007-08	2008-09	2009-10
Total	630	586	573		9	3	0
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number			
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
Number in Self-Contained Classes	59	65	60				
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	4	4	19
Number all others	34	37	42	Superintendent Suspensions	3	1	7
<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)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	3	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	86	83	68	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	1	14	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	58	52	56
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	13	14	7
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational	1	0	5

DEMOGRAPHICS							
				Paraprofessionals			
	1	0	10				
Teacher Qualifications:							
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	97.8
American Indian or Alaska Native	0.2	0.0	0.0	Percent more than two years teaching in this school	69.0	84.6	82.1
Black or African American	64.3	60.4	60.6	Percent more than five years teaching anywhere	69.0	75.0	80.4
Hispanic or Latino	34.4	39.9	37.7				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	1.0	1.2	Percent Masters Degree or higher	84.0	88.0	87.5
White	0.5	0.7	0.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	77.2	100.0	98.9
Multi-racial							
Male	51.1	46.2	48.5				
Female	48.9	53.8	51.5				

2009-10 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 type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input checked="" 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	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
	ELA:	√		ELA:		
	Math:	√		Math:		
	Science:	√		Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
	Elementary/Middle Level			Secondary Level		
Student Groups	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	√	√				
Economically Disadvantaged	√	√				
Student groups making AYP in each subject	6	6	1			
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			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR

Overall Score	95	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	22.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	51.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	11.3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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/Teacher 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 your school’s 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?
-

Summary of Major Findings

The overall needs assessment revealed that the school has not made the AYP in the subgroup SWD. The principal’s clear vision, high expectations of students and the dedication of the staff and student body have all been contributing factors for the same. While progress has been made, the school must continue and expand on efforts to close the achievement gap. In analyzing the demographic and performance data, it was revealed that the female students across the grade levels have scored higher than the male students over the past couple of years.

Accomplishments

In 2010-2011 the school received a proficient on the Quality Review. According to the Quality Review, Teachers work effectively in collaborative teams to analyze school-based data and develop assessments to strengthen instructional practices. The school continues to enhance teacher's understanding on using data to plan and drive instruction. Teachers have made great strides in working collaboratively to set measurable goals for improvement and developing strategies to achieve them. The school also makes good use of a wide range of intervention strategies to ensure student's social and academic needs are met. This has resulted in an overall increase of student performance across the grade levels and resulted in the ELL making the Annual Yearly Progress for the 2009-2010 school year. ELL Students made exemplary proficiency gains on the 2009-2010 ELA New York State exam with a 44.8% gain. The school has also been successful in expanding the curriculum in grades 4-8. The school has worked collaboratively with the Children First Network #401 and has successfully integrated the Core Knowledge curriculum in grades 4-8 with a focus on ELA. The construction on a State of the Arts Science Lab is completed. The Science Lab will afford our middle school students as well as our elementary students an opportunity to develop inquiry-based learning skills.

Aids

The school has been successful in improving student performance with aids from a variety of sources. The principal has hired outside consultants to provide professional development, support and feedback to the staff focusing on data to drive instruction. The Children First Network has aided in effectively integrating Core Knowledge into grades 4-8. Money provided from a variety of funding sources has allowed the school to enhance its instructional program. These funds have been used to purchase research based programs, offer extended day and other academic intervention programs for students. Grant money has aided the school in providing parent workshops and a variety of extracurricular activities for the students.

Barriers

There are barriers that exist, which prevent the school from providing the best instructional program. There is a lack of classroom space and the facilities aren't adequate enough to operate as a middle school. In addition, there is no auditorium or gymnasium. Many special education students are awaiting correct placements in smaller classes or citywide. New ELL students are arriving and have difficulty in their native language, which makes it difficult for them to access the English language. This results in low performance on standardized exams.

Summary of Data Analysis Findings

ELA:

Grade 3 ELA Assessment from 2008-2010

ALL TESTED STUDENTS				
YEAR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
2008	11.6	41.9	45.4	1.2
2009	5	35	58	2
2010	19	19	22	4

Grade 4 ELA Assessment from 2008-2010

All Tested Kids %				
YEAR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
2008	10.0	40.0	45.7	4.3
2009	5	37	58	0
2010	12	30	33	2

Grade 5 ELA Assessments from 2008-2010

All Students Tested				
YEAR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
2008	1.6	26.2	72.1	0.0
2009	0	31	67	2
2010	27	41	29	3

GRADE 6 ELA Assessments from 2008-2010

All Students Tested				
YEAR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
2008	1.8	64.9	33.3	0.0
2009	0	14	84	2
2010	35	55	10	0

GRADE 7 ELA Assessments from 2008-2010

All Students Tested				
YEAR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
2008	9.0	49.3	40.3	1.5
2009	0	35	61	4
2010	9	73	16	2

GRADE 8 ELA Assessments from 2008-2010

All Students Tested				
YEAR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
2008	13.8	62.1	24.1	0
2009	2	58	40	0
2010	10	57	31	2

In analyzing the school's qualitative and quantitative data, the following was concluded:

The results from the 2009-2010 standardized ELA exams reveal gains/losses in students performing on and above grade level as follows: 40% in grade 3 (loss of 20 percentage points), 35% in grade 4 (loss of 23 percentage points), 32%% in grade 5 (loss of 37 percentage points), 10% in grade 6 loss of 76 percentage points), 18% in grade 7 (loss of 47 percentage points), and 40% in grade 8 (loss of 7 percentage points).

Current strategies for improving instruction and student performance in English Language Arts in grades 4-8 include:

- AIS services will be provided for all students identified as performing below a Level 3.
- AIS services include but are not limited to morning school, extended day, push-in/pull out services by highly qualified staff.
- Teachers will use data to plan and drive instruction. Performance data will be utilized to group students and implement **differentiated instruction**.
- A curriculum planning team will be established to ensure ELA/ Core Knowledge instruction is aligned with NYS/ CCSS Standards.
- Research based programs will be utilized to meet the needs of all learners viz ; SES based (Achieve 3000, Educate On-line, Academic Advantage)
- **Professional development** and support will be provided by administration/coaches/lead teachers/ mentor to share best practices and keep teachers abreast of strategies and resources to meet the needs of all learners.
- In addition, common planning time will be scheduled to allow teachers to meet and share best practices.
- Funds will be available to purchase needed ELA resources.

:

Curriculum

The school will continue utilizing the Balanced Literacy Approach which consists of: Independent/Paired Reading, Shared Reading, Guided Reading, Literacy Centers, Literature Circles, and Interactive Read-Alouds. The Core Knowledge Curriculum has been integrated into the 90 minute literacy block and during Social Studies and Science periods. We will also continue the use the Write Source for writing and integrate this concept across all subject areas.

Use of Data to Plan and Drive Instruction

In an effort to improve student performance, the school will build on its successes of developing its use and understanding of data. The school will continuously review and analyze performance data to plan and drive instruction. Data summaries will be provided to each teacher, showing students' current performance levels and proficiency ratings on standardized exams. This data will be used to group students and implement differentiated instruction. Teachers will also utilize this data and work with students to set long term/short term goals. Students' progress will be monitored and grouping will be flexible based on academic performance.

A School-Based Option was exercised by the staff, in conjunction with administration, to devote one of the 37 ½ minute tutorial periods to Teacher Team work instead. During this time, staff will meet in various Teacher Teams (Grade-Level, Subject-Level, Special Ed, etc.) to go over data and make plans for future instruction based upon this data.

Literacy portfolios will be maintained by each student. Teachers have been trained on how to assist students in creating literacy portfolios and how to assess samples of student work.

Curriculum Planning

In an effort to improve curriculum planning, grade-level Inquiry Teacher Teams have been established. These teams meet with grade level teachers to outline the curriculum in 9 week intervals. The team ensures content is aligned with New York State Standards and is cohesive across the grade levels. Pacing calendars will be created for each grade level. Teachers will meet during weekly grade level conferences and collaboratively plan lessons and share best practices. Teachers will also meet weekly during the 37 ½ minute period set aside for Teacher Team work. Professional development will be provided on an on-going basis to promote teacher confidence and enhance pedagogy skills that focus on meeting the individual needs of their students.

Inquiry Based Action Research Projects

The inquiry team will continue their work with special education students as well as students in the second grade. Additionally, all teachers are working in various Teacher Teams that utilize methodologies practiced in the school's Inquiry Teams. Through continued action research, successful instructional strategies will be developed to support the targeted group of special education and second grade students. Successful strategies will be implemented school-wide to bring more students into the sphere of success.

AIS Services

Academic Intervention Services will be provided to meet the needs of all students that are performing below the state standards in ELA. Although the intensity of the services provided varies based on the individual needs of students, all students deemed to be at risk in grades K-8 will receive appropriately targeted services. These services may include programs before and after-school, push-in/pull-out during the school day, summer school, Ticket To Read, Voyager, Story Town, DimensionM Mathematics, and SES Services. Response to Intervention (RTI) is being implemented in the fourth grade as an early intervention to prevent long-term academic failure. RTI is a problem solving model that uses data to inform decision making. Interventions are systematically applied and are derived from research based practices.

Professional Development (On-going)

Professional development will be provided continuously throughout the year. Focus will be given to topics including but not limited to using data to plan and drive instruction, differentiated instruction, closing the achievement gap and meeting the needs of all learners. In addition, workshops will be held involving the expansion of the Write Source Program in the upper grades and across content areas.

Teacher Resources/Support

To aid teachers in teaching the required curriculum, a Core Knowledge resource room has been established which provides teacher support, resources and strategies to meet the needs of all students including ELL and students with disabilities; and technological assistance for teaching the required content.

Math

Data Analysis/Findings – Grades 3-8 Mathematics:

Grade 3 All Students

Year	Number Tested	Scale Score	Level 1 %	Lv 2 %	Lv 3 %	Lv 4 %	Lvs 3 & 4 %
2007	72	665.5	5 6.9	17 23.6	44 61.1	6 8.3	50 69.4
2008	84	672.7	3 3.6	16 19.1	54 64.3	11 13.1	65 77.4
2009	67	680.0	0 0.0	8 11.9	47 70.2	12 17.9	59 88.1
2010	66	678.0	19 29%	23 35%	16 24%	8 12%	24 32%

Grade 4 All Students

Year	Number Tested	Scale Score	Lv 1 %	Lv 2 %	Lv 3 %	Lv 4 %	Lvs 3 & 4 %
2007	61	665.6	6 9.8	13 21.3	32 52.5	10 16.4	42 68.9
2008	72	660.6	5 6.9	19 26.4	46 63.9	2 2.8	48 66.7
2009	66	665.0	4 6.0	11 16.7	46 69.7	5 7.6	51 77.2
2010	64	668.0	7 11%	38 59%	16 25%	3 5%	19 30%

Grade 5

Year	Number Tested	Scale Score	Lv 1 %		Lv 2 %		Lv 3 %		Lv 4 %		Lvs 3 & 4 %	
2007	60	664.8	1	1.7	17	28.3	34	56.7	8	13.3	42	70.0
2008	59	671.9	3	5.1	12	20.3	32	54.2	12	20.3	44	74.6
2009	60	674.0	2	3.3	8	13.3	37	61.7	13	21.7	50	75.7
2010	67	668	11	16%	34	51%	18	27%	4	6%	22	33%

Grade 6

Year	Number Tested	Scale Score	Lv 1 %		Lv 2 %		Lv 3 %		Lv 4 %		Lvs 3 & 4 %	
2007	66	649.2	15	22.7	14	21.2	27	40.9	10	15.2	37	56.1
2008	59	657.2	5	8.5	19	32.2	31	52.5	4	6.8	35	59.3
2009	51	675.0	1	2.0	7	13.7	31	60.7	12	23.5	43	84.3
2010	59	659.0	13	22%	28	47%	15	25%	3	5%	18	30%

Grade 7

Year	Number Tested	Scale Score	Lv 1 %		Lv 2 %		Lv 3 %		Lv 4 %		Lvs 3 & 4 %	
2007	54	646.8	7	13.0	18	33.3	26	48.1	3	5.6	29	53.7
2008	64	644.2	9	14.1	25	39.1	30	46.9	0	0.0	30	46.9
2009	59	668.0	0	0.0	11	18.6	41	69.5	7	11.7	48	81.2
2010	57	668	4	7%	26	46%	19	33%	8	14%	27	47%

Grade 8

Year	Number Tested	Scale Score	Lv 1 %		Lv 2 %		Lv 3 %		Lv 4 %		Lvs 3 & 4 %	
2007	71	647.7	11	15.5	27	38.0	27	38.0	6	8.5	33	46.5
2008	59	644.0	7	11.9	28	47.5	23	39.0	1	1.7	24	40.7
2009	58	667	4	7.0	12	20.7	33	55.9	9	15.5	42	72.4
2010	59	663	7	12%	36	61%	15	25%	1	2%	16	27%

The results from the 2009-2010 standardized Math exams reveal gains/losses in students performing on and above grade level as follows: 32% in grade 3 (56.1% loss), 30% in grade 4 (47.2%% loss), 33%% in grade 5 (42.7% loss), 30% % in grade 6 (54.3% loss), 47% in grade 7 (34.2% loss), and 27% in grade 8 (45.4% loss).

Based on the above findings and previous experience with the student population at this school, the following will be the focus for the upcoming school year:

- Continued implementation of the Everyday Math and Impact Math programs with an emphasis on their experiential approach
- Alignment of the components of the program with NYS Common Core State Standards
- Extended time from one hour to 75 minutes per day for grades K to 8, and 90 minutes a day for grades 6 to 8
- Implementation of online tool “Skills Tutor” Math for Grade 3-8 Students
- Increased use of manipulative, Computer Software Programs and Web Site Usage.

- Grouping and exploratory learning
- Continued use of the workshop model which emphasizes direct instruction from the teacher, small group practice and whole group debriefing (sharing).
- Utilization of pacing guides supplied by the school and practice ITA's supplied by the NYCDOE.
- Differentiated PD to meet the needs of special needs and ELL populations

AIS Services

Highly skilled teachers will facilitate both push-in and pull-out programs to service small groups of students in mathematics instruction during the 37 ½ minutes tutorial sessions. Students found to be functioning at a 1 or 2 will be selected for these services. Materials designed to build content knowledge while providing test sophistication techniques will be used to support the efforts of the teacher. Students will receive between 75 and 90 minutes of mathematics instruction daily.

In addition, after-school programs will be offered to all students. These sessions are intended to provide additional support for students regardless of their level of performance. Students will receive one and a half hours of after-school instruction in mathematics through SES providers.

The 37 ½ minutes will continue to be used to service students who are at risk for both ELA and Mathematics, with one session a week devoted to Teacher Team work that focuses on data and its use to guide instruction. This makes for a total of 112.5 additional minutes of instructional time for at-risk students, almost two hours, some of which will be used for mathematics.

Staff Development (Ongoing)

The significant ELL student population is also a focal point at P.S./I.S. 155. All staff members have begun the process of training in specific techniques designed to support the English Language Learner.

Assessment Driven Instruction (Ongoing)

Teachers will base their instruction on the results of their students' performance on (i) New York State assessments and (ii) in-house assessments. Teachers will be able to drive their instruction based on the needs of their students as revealed by their test results.

Teachers in grades K-2 will rely primarily on our in-house mathematics assessment tool. These assessments are designed to test students' achievement of specific benchmarks built into the Everyday Math Program (developing and secure goals identified in each lesson).

Mathematics portfolios will be maintained by each student. Teachers have been trained on how to assist students in building a mathematics portfolio and how to evaluate samples of student work for potential, red flags, patterns and surprises. This is in keeping with the practice of assessment driven instruction.

Data Analysis/Findings – Science:

A review of qualitative and quantitative data for all ELL and Bilingual students in all grades indicate a mastery of concepts taught and demonstrate an understanding of the curriculum. The use of new material provided by the Department of Education's Core Science Curriculum offer students meaningful content, activities that engage students, and provide resources that aid teachers in meeting the needs of all learners. The new science lab will further enhance student performance in scientific inquiry-based learning.

Implications for the Instructional Program – Science:

- Continued instruction of mathematical analysis, scientific inquiry and technological design, information systems, environment and interdisciplinary problem solving.
- Continued instruction on content and skill-based content, practice in applying, analyzing and evaluating material as stated in Standards.
- AIS services will be available to all students who do not meet the State Designated Level.
- Staff development in requested areas.
- In grades 4-6, practice science exit projects will be introduced at the beginning of the year to prepare students for end of year presentation and evaluation.
- Grades 7-8 will complete science exit projects between September and January according to citywide standards.
- Construction of a new science lab is complete and teachers are being trained in its use
- In grades 7-8, individual long-term and short term goals will be established for each students
- Curriculum mapping will occur in grades 4-8 to ensure content is aligned with NYS standards

Data Analysis/Findings – Social Studies:

A review of qualitative and quantitative data for all students in all grades indicates a mastery of concepts taught and demonstrates an understanding of the curriculum. The use of the Core Knowledge Curriculum offers students meaningful content, activities that engage students, and provides resources that aid teachers in meeting the needs of all learners.

Implications for the Instructional Program – Social Studies:

- Utilization of new Social Studies material provided by the Department of Education’s Core Curriculum in grades 4 and 7 offer students meaningful content, activities that engage students, and provides resources that aid teachers in meeting the needs of all learners.
- Core Knowledge Curriculum has been integrated with the Social Studies curriculum in grades 4-8
- Curriculum mapping will ensure that content is aligned with Core Common Standards
- Continue implementing social studies projects which are set up by the cluster, classroom teachers and the librarian. The Core Knowledge Resource Room has a full set of videos on countries, lifestyles of different cultures, and biographies on explorers, politicians and great leaders. Students can also obtain information on the internet.
- Multicultural approach to countries, traditions, values.
- In grades 4-6, practice social studies exit projects will be introduced at the beginning of the year to prepare students for end of year presentation and evaluation.
- Grades 7-8 will complete social studies exit projects between September and January according to citywide standards.

Other Implications for Closing the Achievement Gap School-Wide:

- Continued efforts to keep attendance rates high.
- A computer lab has been established for student and teacher use. Teachers will receive professional development on incorporating the use of technological resources into their lessons. Students will be able to use the computer lab and Core Knowledge Resource room to find resources for their required projects and presentations for all subject areas. In addition, students will have access to curriculum-based software in reading, writing and mathematics.
- Students who need evaluations, counseling, special services are tended to as soon as possible.
- Special Education Mentor Teacher has been put in place to assist special education teachers in meeting the needs of their students and aid in this sub-group meeting their AYP goal. Mentor teacher will be responsible for working closely with all special education teachers providing support, resources, professional development and best practices that lead to increased student performance.
- ERRSA program will be in full affect to provide counseling services to at risk students.
- A membership drive, to increase interest in PTA membership and parental involvement will be held. In addition parent workshops, special events, field trips and Learning Leaders (parental volunteer program) will be conducted to encourage parental involvement throughout the year.

- Revision of Discipline Code and more effective implementation. School rules and regulations will be enforced consistently throughout the year.
- New teachers will be mentored 3 periods a week by an assigned school-based mentor.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

ELA

Goal # 1: Increase students' overall performance so they can meet and exceed the standardized ELA test scores.

S.M.A.R.T. Goal: By June 2011, overall student population will demonstrate progress toward achieving State standards as measured by a 5% increase, in students scoring at Level 3& 4 in the NYS ELA assessment.

Phrases of Description:

- Interim assessments followed by (Progress Monitoring) will be implemented in Grades 3- 8. The ITA, Predictive, and Performance Series (Scantron) will be administered during the following periods; (Oct. /Nov.,) (Nov. /Dec.,) & (Jan. /Feb.,) (March /April).
- K-2 will be assessed using DIBELS, ECLAS-2, followed by Progress Monitoring, during the following periods; (Sept. /Nov.) (Nov. /Dec.) (Jan. /Feb.) (April / May)
- Grades 2 and 3 will also be assessed using E-PAL (January 10-21)

Goal # 2: ELL and Special Needs Students will increase their overall performance in the standardized ELA exam.

S.M.A.R.T. Goal: By June 2011, the Special Needs and ELL population will demonstrate progress toward achieving State standards as measured by a 3% increase in students scoring at Levels 2 & 3 in NYS ELA exam.

Phrases of Description:

- Interim Assessment followed by (Progress Monitoring) will be implemented in Grades 4- 8. The ITA, Predictive, and Performance Series (Scantron) will be administered during the following periods; (Oct. /Nov.,) (Nov. /Dec.,) & (Jan. /Feb.,) (March /April).
- IEP mastery goals should be reviewed every 3 months (K-5) and 4 times per year (Grades 6-8).

MATH

Goal #3: To increase the number of Mathematics Middle School teachers working in an on-going and collaborative process on the Inquiry Team Space.

S.M.A.R.T. Goal: By June 2011, 100% of Middle School Math Teachers will be members of an Inquiry Team.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): ELA

<p>Annual Goal Goal # 1: Increase students' overall performance so they can meet and exceed the standardized ELA test scores.</p>	<p>S.M.A.R.T. Goal: By June 2011, overall student population will demonstrate progress toward achieving State standards as measured by a 5% increase, in students scoring at Level 3& 4 in the NYS ELA assessment.</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>	<ul style="list-style-type: none"> ▪ AIS services will be provided for all students identified as performing below a Level 3. ▪ AIS services include but are not limited to morning school, extended day, push-in/pull out services by highly qualified staff. ▪ Teachers will use data to plan and drive instruction. Performance data will be utilized to group students and implement differentiated instruction. ▪ A curriculum planning team will be established to ensure ELA/ Core Knowledge instruction is aligned with NYS/ CCSS Standards. ▪ Research based programs will be utilized to meet the needs of all learners viz ; SES based (Achieve 3000, Educate On-line, Academic Advantage) ▪ Professional development and support will be provided by administration/coaches/lead teachers/ mentor to share best practices and keep teachers abreast of strategies and resources to meet the needs of all learners. ▪ In addition, common planning time will be scheduled to allow teachers to meet and share best practices. ▪ Funds will be available to purchase needed ELA resources. ▪ This action plan will occur continuously throughout the year.
<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>Money used to support this goal includes but is not limited to:</p> <ul style="list-style-type: none"> ▪ Reading First Coach-\$107,399(Contract for Excellence funds and Fair Student Funding) ▪ Literacy Coach -\$109,029 (Contract For Excellence Funds ▪ Professional Development provided to teachers title I- 5% highly qualified -\$29,186 ▪ Parent Coordinator Support Meetings
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Grades 4-8 will be assessed using interim benchmarks including but not limited to Periodic Assessments, student portfolios, teacher- made tests, Performance Series and discussions held at grade level conferences. Interim Assessment followed by (Progress Monitoring) will be implemented in Grades 4- 8. The ITA, Predictive, and Performance Series (Scantron) will be administered during the following periods; (Oct. /Nov.,) (Nov. /Dec.,) & (Jan. /Feb.,) (March /April).</p> <p>Grades K-3 will be assessed using DIBELS (Sept. - Nov.), (Jan. - Feb.) (April-May). ECLAS-2 (Grades 1-</p>

	<p>2) Sept. - Nov., Gr. K (Jan-Feb.) Grades K-2 (April- May.) E-PAL (Grade 2/3). Interval: These assessments will be analyzed collectively 4 times a year, in October/November, January/February, and March/April. Progress Monitoring will be implemented in November/ December and February/ March. Discussions will be held weekly during grade level conferences</p> <p>Projected gain: 5%</p>
--	--

SECTION VI: ACTION PLAN

ELA/Special Needs and ELLs

<p>Annual Goal Goal # 2: ELL and Special Needs Students will increase their overall performance in the standardized ELA exam.</p>	<p><u>S.M.A.R.T. Goal:</u> By June 2011, the Special Needs and ELL population will demonstrate progress toward achieving State standards as measured by a 3% increase in students scoring at Levels 2 & 3 in NYS ELA exam</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>	<ul style="list-style-type: none"> ▪ AIS services will be provided for all ELL and Special Needs students identified as performing below a Level 3. AIS services include but are not limited to morning school, extended day, push-in/pull out services by highly qualified staff ▪ Curriculum Planning Teacher Team includes a Special Education teacher and an ELL teacher with expertise in modifying the curriculum to meet the needs of these students. ▪ Research based programs will be utilized to meet the needs of all learners viz ; SES based (Achieve 3000, Educate On-line, Academic Advantage) ▪ Teachers will use data to plan and drive instruction. Performance data will be utilized to group students and implement differentiated instruction ▪ Professional development and support will be provided by administration/coaches/lead teachers/mentor to share best practices and keep teachers abreast of strategies and resources to meet the needs of these learners ▪ In addition, common planning time will be scheduled to allow teachers to meet and share best practices. ▪ This action plan will occur continuously throughout the year. ▪ Special Education Lead teacher will assist Special Needs /ELL teachers in meeting the needs of their students and aid in this sub-group meeting their AYP goal
<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>Money used to support this goal includes but is not limited to:</p> <p>7 Special Education Teachers x \$81,177 = \$568,239 TL Fair Student Funding/staffing 1 ESL Teacher=\$ 88,140 (Title I funds- 25% and 75% TL Fair Student Funding * TL NSTL- software funds-\$5,397(Ticket to Read Program) 1 ESL self contained class-\$81,177(33.20% Fair Student Funding/63.93% TL Legacy Teacher Supplement funds/2.87% TL DRA Stabilization Funds 1 SETTS teacher-\$81,177 Fair Student Funding .1 Special Education IEP Teacher- \$81,177=TL IEP Teacher Funds</p>

	<p>*Reading First Coach-\$107,3999(Contract for Excellence funds and Fair Student Funding) *Literacy Coach -\$109,029 (Contract For Excellence Funds)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Grades 4-8 will be assessed using interim benchmarks including but not limited to Periodic Assessments, student portfolios, teacher- made tests, Performance Series and discussions held at grade level conferences. Interim Assessment followed by (Progress Monitoring) will be implemented in Grades 4- 8. The ITA, Predictive, and Performance Series (Scantron) will be administered during the following periods; (Oct. /Nov.,) (Nov. /Dec.,) & (Jan. /Feb.,) (March /April Grades K-3 will be assessed using DIBELS (Sept. - Nov.), (Jan. - Feb.) (April-May). ECLAS-2 (Grades 1-2) Sept. - Nov., Gr. K (Jan-Feb.) Grades K-2 (April- May.) E-PAL (Grade 2/3).Interval: These assessments will be analyzed collectively 4 times a year, in October/November, January/February, and March/April. Progress Monitoring will be implemented in November/ December and February/ March. Discussions will be held weekly during grade level conferences Projected gain: 3%</p>

SECTION VI: ACTION PLAN

INQUIRY TEAM

<p>Annual Goal #3: To Increase the number of Mathematics Middle School Teachers working in an on-going and collaborative process in an Inquiry Team space.</p>	<p>By June 2011, 100% of middle school Teachers at PS/ IS 155 will be a member of an Inquiry Team</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>	<ul style="list-style-type: none"> ▪ Launch Professional Development using ARIS Connect as a place for communities. ▪ Teacher teams will meet every Thursday during 37 ½ minutes to discuss student data and progress. ▪ Teacher teams will meet once a week during common preps to monitor, review student work and determine whether students are making progress. ▪ Middle School Mathematics Teachers will attend Professional development through our CFN. ▪ Utilize ARIS to review and align curriculum to NYS and CCSS. ▪ Middle Math Team will be encouraged to post best practices and strategies that are suitable for enhancing students’ progress in Math.
<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>* Professional Development provided to teachers title I- 5% highly qualified -\$29,186 * Per-Session-\$2,518 TL Data Specialist funds * Assistant Principals-\$245,228 TL Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Progress will be determined through continuous analysis of student performance data including but not limited to Periodic Assessments, student portfolios, teacher tests, and discussions held at weekly inquiry team meetings. . Interval: These assessments will be analyzed collectively 4 times a year, in September, November, February and May. Discussions on student progress will be held weekly during inquiry meetings. Projected gain: 100%</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3	38	42	N/A	N/A				
4	42	45						
5	55	44						
6	54	41						
7	46	30						
8	41	43						
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.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description:
<p>ELA: Elements of Vocabulary, Skills Tutor Reading/Lang. Arts, Foundations; Voyager (Ticket to Read); Story Town; Earobics; Passport, Great Leaps, Words Your Way, NYS ELA Prep. Leap Frog, Kid Biz 3000, Starfall Reading Web Based Program, Imagine Learning Reading ESL, Readers Theater, Microsoft Office Suite</p>	<p>English Language Arts instruction that includes strategies to improve a child's performance to meet the New York State Performance Standards. Methods for delivery of service include differentiated instruction for PM Extended Day programs, AIS push- In & pull-out and differentiated instruction during the instructional day.</p>
<p>Mathematics: NYS Math Prep, Skill Tutor Math A,B,C. EPGY Math, Dimension U Math Program</p>	<p>Mathematics instruction that includes strategies to improve a child's performance to meet NYS Performance Standards. Methods for delivery of service include differentiated instruction during the P.M. Extended Day program, and differentiated instruction during the instructional day.</p>
<p>Science: Grade 8 Exit Projects Prep, Harcourt Science, Science Lab Instruction 4-8, NYS Science Test Prep, Skill Tutor Science I Program Grade 8</p>	<p>Science instruction that includes strategies to improve a child's performance to meet the NYS Performance Standards and assist with required exit exams. Methods for delivery of instruction include differentiated instruction during the PM Extended Day program as well as during the instructional day.</p>
<p>Social Studies: Core Knowledge, NYS S.S. Practice Test Prep, Teaching American History (TAH) Reg. & Special Educ. Website</p>	<p>Social Studies instruction that includes strategies to improve a child's performance to meet the NYS Performance Standards and assist with required exit exams. Methods of delivery of service include differentiated instruction during the PM Extended Day program as well as during the instructional day.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Small group or on-on-one counseling is conducted during the school day.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Emergency intervention counseling on a one-to-one basis, during the school day.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Small group or one-on-one non-mandated counseling services are provided.</p>
<p>At-risk Health-related Services:</p>	<p>504 health-related services are provided.</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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K-8 _____ Number of Students to be Served: 69 LEP _____ Non-LEP _____

Number of Teachers 2 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.

Our LEP population will attain English proficiency while meeting State academic achievement standards by participating in parent/student After-school emergency immigrant program, and the Early Bird ELL Program.

#1 Emergency After-School Program Description and Data

Data used from the 2009-2010 *NYSESLAT Eligibility Roster* (RLER), *Student Identification Home Language Survey* (HLIS), and specific language preference data taken from parent's response to *Parent Choice letters*, and the school's Official Class Ethnic Census Report (RSEC) for all active students at our school for 2009-2010 school year provided evidence to afford students with an emergency immigrant After-School program at PS/IS 155: From a total of 604 registered students in grades (K-8), there are 18 ELL students in grades (K-2), 26 ELL students in grades (3-5), and 25 students in grades (6-8). 36.42% are Hispanics, 1.15% are Asian/Pacific Islander, 61.09% are Black, 0.99% are White (not of Hispanic origin), and 0.33% are Multiracial. The data reviewed served to pinpoint the need for an after school emergency parent/student program where both students and parents may participate in academic rigor and foster cross cultural knowledge and the NYS standards in English. In the Parent Choice Survey and the student HLIS parents chose English as the preferred language of instruction for their child although Spanish is spoken at home. Additionally, NYSESLAT 2009 report indicates we have 12 beginning level students and 19 Intermediate level students receiving 360 minutes per week of English language instruction and 38 Advanced level students receiving 180 minutes per week of English Language Instruction. In order to further serve our growing immigrant student population and continue our efforts to execute planning for ELLS, and their parents, and after careful examination of the data presented, and both teacher/parent input we created an emergency after school program. The parent/student After-School program takes place every Monday and Thursday for two hours from 3:00-5:00 pm. The program will consist of two bilingual classroom teachers providing ESL instruction to parents and students. The two teachers providing services are fully certified in bilingual education and working towards ESL certification. The bilingual teachers will use English as the language of instruction. Our program goal is to provide ESL instruction to immigrant parents and students as well as to continue our collaborative efforts to train and foster better understanding between students, parents and the school community. The parents will be exposed to hands-on language learning activities. The teachers will plan class field trips and invite community educational leaders/speakers on an ongoing basis to address parents concerns on education and immigration policy and related issues. Participating students and parents will maintain language portfolios of activities and experiences many of which will be collected for student reference and use. The method of instruction will be through ESL methodology. Participants will be exposed to TPR lessons, Language Experience Approach, and QTEL cooperative learning models. The instructional materials will be Santillana Intensive English Kit and Harcourt Brace & Company Phonics Kit/Practice Readers. Students and parents will strengthen their vocabulary, grammar, spelling, writing, listening and speaking skills. Additionally, participants will review and practice mathematics skills in computation, concepts and word problem. The duration of the program will be 15 sessions with the remaining sessions at no cost to the Title III allocation beginning February through May 2010 for a total of 2 hours. After School emergency immigrant participants will adhere to the following program:

Time	Tuesday	Thursday
3:00-4:00	ESL Grammar/Phonics	ESL Writing/Reading
4:00-5:00	Content Area ESL: Social Studies/Science/Math	

An ELL Instructional Support Specialist will be assigned to support the ELL students and staff needs including:

- Professional Development, best approach methodology, ESL prototype, data analysis and comprehension needs assessment.
- Parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

#2 Early Bird ELL Program Description

Based on the 2009 NYSESLAT report, 12 students performed at the Beginner level, 19 performed at the Intermediate Level and 38 performed at the Advanced level of English language proficiency. Additionally, we identified and targeted 40 newcomers at 0-3years of service by using data from *Years of Service Report (RYOS)* taken from ATS. The Early Bird ELL Program takes place every Monday and Thursday from 7:30-8:00 am beginning the month of November and ending in the month of January for a total of 15 sessions. The program consists of two bilingual classroom teachers providing instruction and support in grades K-8 to newly enrolled ELLs. The bilingual teachers will use English as the language of instruction. Student instruction is completely differentiated through the use of *Imagine Learning English* technology program. This technological support was purchased in previous years and will not affect this year's Title III budget. The focus of the program is to support and assist ELLs to increase proficiency in English and achieve content area standards. *Imagine Learning English* technology program uses an ESL and Core Knowledge-Content area approach to learning. The program can be used for whole class lessons, and for differentiated instruction. The program's goal is to expose ELL students to strategies that accelerate their academic growth, exceeding the rate of typical native-English speakers. *Imagine Learning English* features school readiness, high frequency vocabulary, listening and speaking, phonemic awareness, emergent literacy, reading and writing, literary response and analysis. Its implementation is quick, easy and user friendly. Automatic software updates via the Internet. Teachers receive responsive technical support and On-site training. Automated reports detail student progress for teacher grouping and parent information can be translated into first language. Additionally, our middle school struggling ELL readers in grades 6-8 will participate in our Passport Reading Journeys program. The Passport Reading Journeys program targets intense instruction to build reading skills such as fluency, vocabulary, and comprehension students need for success. Passport Reading Journeys combines high-interest reading activities with research-based instruction to capture interest and accelerate learning. The program includes award-winning videos, online technology, exciting reading passages, and intensive instruction. Web-based activities provide independent practice and high interest topics DVD's motivate student learning. Embedded Assessments include a Lexile measure that monitors student progress, advanced word study component provides explicit, systematic instruction in affixes, sight words, multi-syllabic words, spelling, and fluency. Comprehension and vocabulary skills and strategies are taught in-depth as students access high-interest text, along with opportunities for collaborative small group and paired teams. High-interest text engages, informs and increases concept knowledge in science and social studies, and provides multiple opportunities for relevant discussions. Collaborative learning opportunities, supported by research, build independence and provide peer-based support. Passport Reading Journeys encapsulates key content areas into the program, from recognizing the need to engage students in the learning process to scaffolding instruction. Participating teachers receive start-up training and year-round implementation support that will be at no cost to them, and will not affect 2009-2010 Title III budget.

Early Bird ELL participants will adhere to the following program:

<i>Time</i>	<i>Monday and Tuesday</i>	<i>Wednesday and Thursday</i>
7:30-8:00	Vocabulary/listening/Speaking	Emergent Literacy

Students will utilize Imagine Learning English and Passport Reading Journeys to supplement instruction.

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.

After school Emergency immigrant and Early Bird ELL bilingual teachers will receive professional development for both After school Emergency Immigrant program and the Early Bird program for a month from (3:00-5:00 pm) on the following Mondays:

02/08/11	03/15/11	05/10/11
02/15/11	04/12/11	05/17/11
03/08/11	04/19/11	

An ELL Instructional Support Specialist will be assigned to support the ELL students and staff needs including:

- Professional Development, best approach methodology, ESL prototype, data analysis and comprehension needs assessment.
- Parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

Additionally, 23K155 will utilize Title III funds to send teachers to the SABE Professional Development seminar, which will also include the two participating Title III teachers.

Section III. Title III Budget

School: 23K155 BEDS Code: 332300010155

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Extended Day-After school 	\$9,080	<u>Emergency After-School</u> Two bilingual teachers will be paid at teacher per-session rate to provide instruction to ELL for 15 weeks/ two days/ two hours each

<ul style="list-style-type: none"> Instructional Program 		<p>15 wks x 2 days x 2 hrs x \$49.89 = \$5,987</p> <p><u>Early Bird ELL Program</u> Two bilingual teachers will be paid at teacher per-session rate to provide instruction to ELL for 15 weeks/ two days/ .5 hour each 15 wks x 2 days x .5 hrs x \$49.89 = \$1,497</p> <p><u>Professional Development</u> The two participating Title III teachers will be paid at teacher per-session rate for attending 8 two-hour sessions of PD/Planning conducted by the ELL specialist assigned to the schools. (date included in the PD narrative) 8 sessions x 2 hrs x 2 tchrs x \$49.89 = \$1,596</p>
<p>NonContractual</p> <ul style="list-style-type: none"> Professional Development 	<p>\$1,000</p>	<p>Cost for PD registration fees of teachers (including the 2 Title III teachers) attending SABE workshops (Balance of PD registration cost will be paid through other funding source)</p>
<p>Travel/ Other</p>	<p>\$420</p>	<p>Multicultural Field trips (registration and admission fees) as an extension of the supplemental programs</p>
<p>TOTAL</p>	<p>\$15,000</p>	

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.

Data used to assess our school's written translation and oral interpretation needs to include a review of the Home Language Information Survey, which will indicate the languages spoken at home. Our Parent Coordinator will also be consulted as to the needs of PS/IS 155 and for translations. Our Parent-Teacher Association, in collaboration with both General and Special Education teachers, will maintain an open communication and have input into this process. A school-wide survey can also be sent home with the students as a needs assessment.

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.

The major finding of our School's written translation and oral interpretation needs was to have all parent correspondence translated into Spanish and have all school announcements and procedures displayed in designated areas making them easily accessible to all parents. As some of our monolingual English-speaking teachers have ESL students in their classes and cannot communicate in native language Spanish to parents, there is a greater need to have Spanish translation services for parent-teacher conferences, such as Open School Night, and report cards must have authentic written Spanish comments about student progress. Our Parent assemblies and Parent workshops were addressed in Spanish by our Principal, Bilingual/ESL coordinator, and Spanish-speaking teachers in the Bilingual/ESL Department.

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.

PS/IS 155 will ensure that Limited English Speaking parents will be provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education as stated in Regulation A-663 of the Chancellor's Regulations. The

school will provide all parent notices, including regional and central notices, lunch applications, flyers, and other parent information in English and in Spanish. In the past, translation services have been provided by in-house school staff. In the future, we may make use of the Language Translation Services for low incidence language on RFP#1B440 from the Department of Education contracts or from our Department of Education central, regional, or district offices.

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.

Oral Interpretations will be provided by in-house and school staff, as well as by parent volunteers. As for the majority of our English Language Learners who speak Spanish, other teachers and staff, including our Parent Coordinator, attendance office personnel, Bilingual/ESL teachers, Guidance, gym, lunch, etc. will assist in oral interpretation services.

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>.

PS/IS 155 will fulfill Regulation A-663 of the Chancellor's Regulations, which establishes our procedures for ensuring that parents of ELLs have every opportunity to participate in and have access to all programs and services for our students.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	645,337.00	36,313.00	681,650.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,453.37	363.13	6816.50
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	29,186.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	96,800.56	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 97.8

6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School

Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.
Refer to page 10

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o 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.

In addition to the rigorous and enriching Core Knowledge curriculum provided to all students, PS/IS 155 will provide Academic Intervention Services to students of both lower and upper grades who are at risk of not meeting the State academic content standards. Through data analysis, differentiated instruction and small flexible groups, students' individual needs will be addressed. Assessments are used to further drive instruction. The school currently provides Extended Day programs before and after the instructional day. We also provide push-in Academic Intervention Services during the instructional day.

3. Instruction by highly qualified staff.

PS/IS 155 strives to recruit highly qualified teachers who are certified in the area in which they teach. Teachers who have an assignment outside of their certification area are closely monitored through observations and grade level or content area conferences. They also receive support from Coaches and mentors in the form of professional development, modeling, and inter-class visitation.

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. **High quality, on-going professional development is provided to all pedagogical staff, principals, paraprofessionals, and other staff. Professional development is provided in-house by coaches, mentors, guest speakers, administration, and master teachers. Staff is also sent out to workshops and conferences when appropriate.**
5. Strategies to attract high-quality highly qualified teachers to high-need schools. **Intensive Professional Development with per-session opportunities are provided to new teachers. Mentors and coaches also assist new teachers by modeling best practices, providing inter-class and interschool visitations. Collaborative groups on each grade level work together to plan lessons, plan grade level trips and activities, and to discuss any concerns on the grade**
6. Strategies to increase parental involvement through means such as family literacy services. **Several parent workshops will be presented by the Parent Coordinator and the PTA. Workshop topics will include literacy, Core Knowledge curriculum, Bullying and What to Do About It, How to Help Your Child at home. Several activities are also being planned in order to increase parental involvement. Such activities include holiday assemblies, dance and art festival, RIF, Family Literacy Night, Scholastic Book Fair. Parents are encouraged through fliers and posters to attend the School Leadership Team meetings and the PTA meetings and celebrations that are held throughout the year.**

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.
In order to make the transition for preschool children easier, we encourage visits to our school for children who are coming to us from neighborhood day cares. Preschool teachers at PS/IS 155 implement the same curriculum prototypes that are utilized school-wide. We provide preschool children a summer package that includes transitional activities which will acquaint them with Kindergarten practices. We host an orientation for preschool children and their parents before they start our program. Workshops are also provided to facilitate a smooth transition into early childhood.

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.
Grade conferences are held to discuss the results from different assessments administered throughout the year (ECLAS-2, Performance Series, DIBELS, Predictive and ITA assessments, Harcourt assessments.) Teachers discuss strategies for using this data in order to plan, group, and differentiate instruction in order to meet the individual needs of students. Professional development on using ARIS and Acuity will be conducted throughout the year.

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.
Students who are experiencing difficulty mastering the proficient or advanced levels of the academic achievement standards receive additional assistance in several ways: Extended Day AM Tutoring Program for grades K-8; Extended Day PM for grades 1-8; Academic Intervention Services in Math for grades 7-8; Academic Intervention Services for grade 1; Push In programs for grades 2 and 5, Math Playstation for grade 3. Students' difficulties are measured through progress monitoring assessments such as DIBELS, ECLAS-2, Harcourt assessments, Predictive and ITA assessments.

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.
The following grants will be utilized to support the social, emotional, and academic growth of the students at PS/IS 155: Violence Prevention grant; 21st Century Grant and Title 1 Corrective 91.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are

included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			645,337.00	✓	15-22, 25, 32
Title I, Part A (ARRA)	Federal	✓			36,313.13	✓	15-22, 25, 32
Title II, Part A	Federal			✓			
Title III, Part A	Federal		✓				
Title IV	Federal			✓			
IDEA	Federal			✓			
Tax Levy	Local		✓				

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.
See pages 15-22.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
See Page 29

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;

The school offers a challenging curriculum throughout all grade levels. Currently there are 2 full day Universal Pre-Kindergarten classes. The Reading First program provides students in grades K-3 with a strong foundation in literacy. The Core Knowledge program utilized in Grades 4-8, further expands student’s knowledge offering a content-rich curriculum that is solid, specific, shared and sequenced. Everyday Day Math is utilized in grades K-5 and Impact Math is utilized in grades 6-8. These programs in conjunction with the Chancellor’s Core Curriculum provide students with rigorous Literacy and Mathematics instruction. The Performance Standards in Language Arts and Mathematics are measured by State and City standardized tests.

4. Coordinate with and support the regular educational program;
 - **A longer school day with an early morning program**
 - **Literacy and mathematics coaches in our school who will work with teachers to improve the quality of their teaching;**
 - **New teaching strategies and smaller class sizes for struggling students;**
 - **More classroom time devoted to reading and math skills;**
 - **Strategies to increase daily attendance;**
 - **Expanded parental involvement programs to include monthly academic conference**

5. Provide instruction by highly qualified teachers;
See page 9

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 - **Professional development opportunities for all teachers which will focus on new strategies to help struggling students;**
 - **Continued recruitment of highly-qualified and certified teachers to staff our classrooms**
 - **Children First Network #401 provides on going professional development opportunities for teachers, principals and staff on a bi-weekly basis in all academic areas**
 - **In service professional development opportunities available to all staff in specific content areas**

7. Provide strategies to increase parental involvement; and
Since families and community members are a vital part of the educational process and social maturity of the students, the school strives for maximum collaboration. Parents are encouraged to participate in the School Leadership Team, school activities, celebrations, and classroom visits. The Parent Association facilitates full cooperation with the Administration and faculty. The PA utilizes the services of the Learning Leaders Organization, and the parents' volunteer program. Parents are an integral aspect of extracurricular activities such as field trips. Parents are kept apprised of school functions by letters, flyers, monthly meetings and posters displayed on bulletin boards. They take on the responsibility of school picture-taking, kindergarten stepping up, social activities, trips, dances, and fashion shows. They organize fund raising events such as book sales, flower sales, and cakes sales. All proceeds of fund raising events are used to meet needs of the school and students. Their contributions are instrumental in building the morale of the staff and school community by sponsoring festivities such as Thanksgiving luncheon, Multicultural luncheon for Black History Month, End-of-Term dinners, and the Teacher Recognition luncheon. A Parent School Contract and Handbook are distributed in early September. A parent orientation is offered to parents new to the school. Our Parent Coordinator is responsible for the entire program and shall be available to handle any parent or community member's request.

8. Coordinate and integrate Federal, State and local services and programs.
Project Arts, the Leadership Program, Visions, OASIS and the Phoenix Community Garden all provide extra curricular activities for the students and parents at the school. The activities provided through these programs are designed to further promote students' academic and social growth, encourage parental involvement and build community relations.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: Corrective Action Year 1 **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

Our Students with Disabilities population did not meet AYP for ELA.

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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

See page 25 through 29.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.
 - a) See section- \$645,337.00=6,453.37/10%

Professional development will be provided continuously throughout the year. Focus will be given to topics including but not limited to using data to plan and drive instruction, differentiated instruction, closing the achievement gap and meeting the needs of all learners. Special emphasis will be placed on our Special Needs and ELL populations.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

PS/IS 155K School Based Mentoring Plan 2010-2011

SYNOPSIS

New Teacher Induction Committee

N. Cortes: Principal

J. Henry: Coach

L. Haynes: Mentor

T. Abbott: Chapter Leader

School Based Mentoring Plan

The administration at PS/IS 155K is committed to the professional development of all first year teachers. We believe that the support provided to this group would play a pivotal role in enhancing their development and performance as professionals. As a result of this commitment and as required by the DOE, we have created a school based mentoring Program. All new teachers will be introduced to and mentored by the designated mentor throughout the school year. The school-based mentor will meet with each new teacher for a minimum of 3(three) periods a week. During this time, various activities/strategies will be implemented to ensure positive development and growth in the teacher's pedagogy. The school-based mentor will be responsible for sharing best practices, modeling effective strategies, co-planning, co-teaching, providing constructive feedback and providing professional

development to all new teachers. In addition, all new teachers will be given the experience of participating in inter-class visitations. Common prep periods, as well as grade level conferences will be scheduled on a weekly basis. All new teachers will also meet with Literacy and Math Coaches for coaching and self-evaluation sessions. Monthly meetings will be also be arranged with grade level supervisors for feed-back sessions. At the end of the school year, we will evaluate the effectiveness of our Program by looking at the results of our Mentoring Effectiveness Survey.

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.

Parents would be informed about the school's identification for school improvement in several ways-:

- **Workshops given by Parent Coordinator (with translation in appropriate languages)**
- **Letters sent/posted to parents in various languages**
- **Parent Teacher Conferences**
- **Curriculum Night Meetings**
- **Surveys**
- **Parent Teacher Association conferences**
- **School Leadership Meetings**
- **All documents translated to reflect the diverse student population**

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

All schools must complete this appendix.

Background

From 2006 to 2010, 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)⁴ 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 the students’ background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

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.

– **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 has or will engage in to assess whether this finding is relevant to your school's educational program.

The School Leadership Team performed a comprehensive needs assessment to determine what/if any findings were pertinent to our school's educational program. The SLT analyzed qualitative and quantitative data to surmise their findings. We looked at current programs and processes, as well as, the Quality Review, School Report Card, Progress Report, academic performance data (standardized test scores), and distributed teacher surveys to gather relevant information.

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?

The needs assessment concluded that there was evidence that both supports and dispels the findings. Current programs such as the Reading First Program utilized in grades K-3 dispel the findings. This program provides instruction that is aligned with state standards; uses an array of resources which teachers may choose from in teaching the content; provides pacing calendars and/or suggested timeframes for covering the curriculum material; and describes expectations of teacher's role and student level of cognitive demand to be exhibited. This program holistically addresses the seven different areas of reading and five different areas of writing as outlined in the NYS ELA standards. The program also offers a variety of resources designed to meet the needs of all students including ELL and students with special needs.

Deficiencies in current processes and programs utilized in grades 4-8 support the findings. In implementing the Core Knowledge curriculum, we failed to address some areas adequately. It was discovered that instruction lacked clear alignment to NYS ELA standards; there was no solid curriculum mapping process in place that promoted cohesion and consistency across the grade levels; pacing calendars were inadequate in some grades; and teachers lacked a variety of resources needed to teach required content. The 2008 Quality Review

indicated that the school should improve curricular opportunities for older students and create effective partnerships to support academic and personal development. It further states, the school needed to further develop the consistent use of assessments to provide clear objectives for learning.

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.

The school has put many processes in place to address these relevant findings. We will continue utilizing the Reading First program in grades K-3. In grades 4-8, a curriculum mapping team has been established to plan and ensure that instruction is aligned with NYS ELA standards, identify skills to be mastered and student outcomes to be obtained; pacing calendars are provided in all grades with suggested time frames for covering curriculum material; teacher's roles and student's level of cognitive demand to be exhibited, as well as learning objectives are discussed weekly at grade level conferences; a Core Knowledge resource room has been established which provides teacher support, resources and strategies to meet the needs of all students including ELL and students with disabilities; and technological assistance for teaching the required content.

If possible, the school will need additional funding from central to support these initiatives.

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 has or will engage in to assess whether this finding is relevant to your school’s educational program.

We are currently investigating if the substantial evidence found in key district documents regarding gaps in the primary instructional materials of middle schools are relevant to us here at P.S./I.S. 155. Our teachers are engaged in the ongoing process of comparing the New York State Mathematics Standards with the new planning guides provided to us by the DOE.

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?

While we **do** find these set of circumstances to be applicable we are aware that the Impact Math program is a national program and will therefore lend itself to gaps with specific New York State Mathematics Standards. However, we have responded to the very likely possibility of these gaps existing in the areas of measurement, geometry and number sense and operations.

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.

Our middle school math instructional plan provides for the identifying and utilization of all state performance indicators by grade and by strand and we can now identify exactly which of these might have been left out in the primary materials of our middle school. Teachers are currently equipped with the New York State Pre and Post March performance indicators therefore insuring that all performance indicators

tested are being taught. Also, the Math Coach provides additional instructional resources to bridge any gaps. For example, the use of New York State Mathematics, New York State Coach March to March Edition and the Glencoe Mathematics New York Review Series.

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 has or will engage in to assess whether this finding is relevant to your school’s educational program.

The School Leadership Team performed a comprehensive needs assessment to determine what/if any findings were pertinent to our school’s educational program. The SLT performed classroom observations and distributed teacher surveys to gather relevant information.

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?

The needs assessment concluded that there was evidence that both supports and dispels the findings. Current programs such as the Reading First Program utilized in grades K-3 and processes/programs in grades 4-8 dispel the findings. The Reading First program is a research-based program designed to promote student engagement, encompasses Literacy Work Stations and support differentiated instruction. In grades 4-8, the Balanced Literacy Approach is utilized, which encompasses Paired Reading, Literacy Centers, Literature Circles, and Think/Pair/Share strategies that engage students and encourage student directed learning.

Teacher surveys revealed evidence that support the findings. It was noted that teachers desired additional professional development in the area of differentiating instruction and requested more time to collaborate on best practices.

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.

- Professional Development – teachers will receive on-going professional development on differentiating instruction throughout the year
- Grade Level Conferences – will be held weekly where teachers plan, collaborate and share best practices
- Core Knowledge Curriculum Mapping – outlines projects/presentations/activities that engage all students

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* (SOM⁵) 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:

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.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

P.S./I.S. 155 is in regular and consistent observation, both informally and formally, of pedagogical practices within our school environment. While the School Observation Measure (SOM) and SEC findings are **not** the norm at P.S./I.S. 155, we do occasionally find small incidences of not enough student engagement, too teacher directed instruction, and too much student independent seatwork. Our teachers are required to adhere to a school math prototype. The prototype follows a whole-small-whole approach that requires group activity and differentiated instruction. With regard to technology, we have improved our technological capacity with the addition of a Smart Boards. All of our classrooms provide calculators for each child and instruction on how to use them. To increase student engagement we have provided computers. There is currently at least one computer in each classroom. Also, we are using Plato math PlayStations for small groups.

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?

Even though we dispel most of these findings, we still find the need to engage students and connect technology to mathematics instruction in the classroom. So, in a limited way, we **do** find these set of circumstances to be applicable to P.S./I.S. 155 as evidenced by our need to continue progress in the levels of proficiency of our student's mathematics state scores, the need to increase engagement of our students, and our need to advance our technological capacity and its use as it relates to mathematics.

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.

Going forward, P.S./I.S. 155 will continue to have regular and consistent informal as well as formal observation of pedagogical practices within our school environment and will continue to look for ways to encourage student engagement in mathematics. If funding permits, we would like to purchase additional Smart Boards with an emphasis on its use for mathematics instruction and increase the number of computers in each class. Our need for quality math software is another key to improving math student engagement and use of technology. We will continue to provide staff development and support where it is most needed.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Our student body is served by 54 teachers, five paraprofessional, one principal, two assistant principals, two guidance counselors, one social worker, one school psychologist, one school safety officer, and four school aides. 97.8% of the teachers are licensed and certified. Two teachers are first year teachers. ESL teachers are senior staff, many have more than 10 years experience, which brings stability and strong teaching skills and culture to the overall program. The staff also includes a full time literacy coach, a full time mathematics coach and a Reading First coach. On staff we also have a bilingual/Spanish Parent Coordinator.

We have two partially certified ESL teachers serving the English as a Second Language students. Also, we have four fully certified Bilingual teachers and one partially certified Bilingual Special Education teacher

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

It is our goal that all students in P.S./ I.S. 155 be afforded through the CFN # 401 educational and instructional opportunities to ensure their success in English and in native language arts. Our main objective by June 2011, is that all ELL students in P.S. /I.S. 155 receive instructional strategies focused on strengthening ESL and native language arts skills. CFN #401 monthly ESL professional development is available to all ELL staff. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of the regional ESL prototype. General Education and Special Education teachers are encouraged to attend the Annual NYSABE conference not only to enrich their personal and professional knowledge but also to share and implement newly acquired skills, activities, and develop ELLs academic language proficiency. Teachers will learn to use scaffolding, Total physical Response (TPR), WEST Ed QTEL reading strategies, and Language Experience techniques in teaching core academic content areas-language arts (grammar, writing), literature, mathematics, science and social studies.

Professional Development will be effectively communicated through collaboration of the on-site Parent Coordinator. New ELL parents will continue to attend Parent Orientation Meetings for information and the completion of Parent Surveys, Program selection, letters of program continuation offered in a language they understand. In addition to having a PD. twice a month in the afternoon, teachers meet during common preps to discuss, plan activities, review data, plan field trips, meet with Principal and prepare lessons. Also, our Math and Literacy coach work closely with all Bilingual and ESL staff. We also have assistance of our assigned ISC Support Field Specialist, and participate in local, city, and state conferences for additional support such as: Reading First out of state conferences, NYSABE,UFT Teacher Center Professional Development.

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?

P.S. /I.S. 155 understand the educational challenges our students face daily, and push for excellence for every child. Our school values the culture, language, and ethnicity of our students. Our collaborative planning is an integral part of our educational success. We will continue to focus on assessment of content-area learning and language development goals for all ELLs. We will use assessment tools to further drive instruction. We will continue to revise and revisit our plans as often need be, since we understand it to be a tool for assessment and a guide to ensure educational success for all ELLs.

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.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

P.S./I.S. 155 has enrolled 90 English Language Learners(ELL) who are placed in a Freestanding pull-out/push-in ESL program. Two ESL teachers are certified in ESL.

The teachers use NYS-ESL Standards, instructional strategies and alignment to core curriculum and the application of the Empowerment Zone, LSO, ESL prototype.

The program generally offers instruction to students in English language development. As students become more English proficient, instructional time in English increases. The above model is flexible according to student proficiency on the NYSESLAT and when transferred to a monolingual class will continue to receive additional instructional support in AIS, Saturday programs, morning classes, library, field trips and other in-school activities.

Students placed in the Free-standing pull-out/push-in ESL program receive instruction only in English. Core content area instruction is provided through a sheltered English approach. Methodologies used include the Total Physical Response(TPR), WEST ED QTEL reading strategies, read alouds, Language Experience Approach, KWL, and activities in all four language modalities(listening, speaking, reading, and writing).

ELLs: Bilingual/ESL students participate in after school and Saturday programs that provide targeted instruction, NYSESLAT preparation and age-appropriate academic achievement standards in English as a Second Language. Students receive small group and individualized instruction for the purpose of identifying, developing and strengthening literacy, math and language skills. The teachers use NYS-ESL Standards, instructional strategies and alignment to Core Knowledge curriculum, Balanced Literacy and the application of the district ESL prototype. Once a student has scored at or above a state designated level of proficiency on the New York State English as a Second language Achievement Test (NYSESLAT), students will be able to transition into a monolingual class and continue to receive test accommodations. It is expected that this will be a 3-year transition process. All instruction will also comply with CR Part 154 regulations.

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

Based on our analysis of the data and all relevant findings, the following are implications for our school instruction for grades K-8.

- Our English Language Learners (ELLs) are held to the same rigorous high expectations as the general education population. Data analysis indicates that ELLs easily mastered listening and speaking skills but they will need intense practice in reading and writing.
- ELLs will need to engage in more interactive reading comprehensive lessons through Core Knowledge Program.
- Reinforce literacy strategies throughout the content area, infuse more ESL strategies in all ESL/ELL classes, and reinforce the new ELL standards during content area instruction.
- ELLs must increase English grammar skills and academic vocabulary in context.
- Stress more writing reports in social studies, math, and science, as well as narrative procedures, narrative accounts, and persuasive essays.
- Continue the use of Scaffold writing material and model the use of graphic organizers such as Four Square Method, KWL and QTEL reading and writing strategies, Read Alouds, Shared Reading and guided reading instruction.
- The implementation of a school-wide literacy program with parallel instruction in all classes including self-contained special education and ESL/ELL classes.
- Continued provision of intensive Academic Intervention Services (AIS) to all students who are not meeting State standards: (including Extended Day and Saturday Academy in literacy).
- Grouping and exploratory learning in all content areas and alignment of the components of each program with regional prototypes
- Maintenance and accountability of Language Experience Portfolios on all grades for each ELL student in order to assess students' strengths and weaknesses in particular areas of language development and to serve as a tool for academic intervention.
- Continuation of instructional strategies based on Balanced Literacy which includes 90 minute block with writing activities based on the workshop model.
- Differentiated Professional Development (PD) to meet the needs of special needs and ELL populations.

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?

Explicit English as a Second Language is provided in our programs. Instruction includes literature-based and content-based instruction aligned explicitly to the NYS learning standards in ESL, ELA, and NLA and all content areas. Instruction complies with mandated CR Part 154 regulations.

P.S. / I.S. 155 serves every ELL by two ESL teachers and one second grade self contained classroom teacher pushing in or pulling out for small group instruction. The two ESL teachers are providing students with additional time for instruction. For example, students who are mandated for 360 minutes per week of ESL instruction (2 units) receive an additional period per week. Students who are required 180 minutes of instruction (one unit) also receive an additional period of instruction per week. ESL teachers push in for grades K- 3 and Special needs classes all other grades students are pulled out for small group instruction.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Taking into account; students with disabilities are improving their academic performance through mainstreamed core curriculum content through grade level planning. This method offers a greater opportunity for more students to be exposed to grade level material and ease the transition to general education classrooms. Educators have been successful meeting students at their instructional level while moving towards grade level expectations. Students that are mainstreamed report to assigned classes for instruction after attendance. Daily discussions address students' adjustments to class size; class work and present instructional level as a part progress monitoring.

Pertinence to general education staff members concerning the unfamiliarity to comprehending I.E.P.'s; our school implemented training sessions to aid in the terminology of and the purpose of I.E.P.'s . SESIS(web based interactive method of updating I.E.P.'s) involves general educators to have knowledge of students level of performance as they will also have to input data relating to student's academic and behavioral performance.

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?

Formally doing grade level meetings, special and general educators discuss the concerns of students' abilities to continue mainstreaming and to what extent. These meetings are a part of other agendas and will soon take on more precedence when a structured committee will oversee and monitor student progress.

Professional development has been available in addition to SESIS specialists offering their support to guide in the instruction and the implementation of present guidelines and statutes. Although some staff members do not fully grasp all that is entailed with new I.E.P. structure and purpose; informal turn key operations will take place continuously throughout the school year during preps and lunch breaks.

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.

Since the findings are applicable, we will address the relevant issues via the following procedures:

With regard to increasing special education children's access to general education curriculum, and to improve student performance:

1. Assessments will be given to students to monitor student understanding of content. These assessments will be created by both educators (general and special). Portfolios will support on going instruction using learning strategies that fit students' instructional needs. Students' participation will record attendance in portfolio and can be reviewed by both mainstream and general education to monitor student achievement.
2. Teachers will continue to collaborate lesson planning to include students' mainstreamed adding modification and accommodations into lesson plans. This can be achieved by using the 9 week template and then add modifications suggested by the special educator on a weekly basis.
3. Preparation periods can be used to discuss educational approaches that improve student learning.

With regard to general educators teachers' lack of knowledge and understanding of the IEPs of the students in their classes with disabilities:

1. SESIS specialists will be requested to help drive further instruction and DVD tutorial will be made available for viewing in the school library and computer room.
 2. Requests for support from general education teachers will be addressed by our IEP coordinator as instructed to submit in draft form initially to be reviewed by qualified members and then if needed general educators can be further supported with the SESIS help desk phone number 718.935.2985
 3. Notice and attendance of general educators can be scheduled to attend IEP meeting for further instructional opportunities.
-

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

1. The Assistant Principal of Special Education will meet with the Inquiry Team; Resource Room and special education teachers to prepare students for testing modification through the implementation of tests ; i.e - Acuity and I.T.A's.
2. We will continue to instruct students using standard based curriculum making sure that the IEP goals and objectives are met using tiered learning patterns, differentiated instruction and immediate feedback to create action plans to meet state standards.
3. It will be stated that if IEP goals are not being met or other any other concerns arise; we will revisit the IEP and examine possibilities and restructure the students' education plan.

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?

1. Suggestions during staff meetings offered different modifications and accommodations such as: Use of dry erase boards; large text print; preferential seating which will be used in accordance to SESIS and used on page 3 as prescribed.
2. Students with disabilities work towards meeting state standards in which they exhibit their academic strength with differentiated instruction on their level of instruction. The gap that is mentioned between the student instructional level and expectations from the state will close when content is further absorbed and can be applied with student comprehension. This is a reasonable task that will take time, however this can be accomplished and will be monitored for success of the student.
3. Teachers and Guidance counselors will work closer to ensure that behavioral plans are implemented and executed to match what is indicated on the IEP. Intervention plans designed with the help of the guidance counselor will be discussed at the upcoming professional development meeting.

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.

1. The Assistant Principal of Special Education will send out a memorandum to all special education teachers and to the IEP assessment team reminding them that every IEP for students with disabilities must specify accommodations and/or modifications for the classroom environment (appropriately indicated on page 3 of the IEP).
2. All I.E.P.'s will be submitted for review prior to due date to ensure that accommodations and modifications are stated and reviewed by the IEP coordinator. This will be stated on a memorandum and given to all needed personnel.
3. Hard copies and web site information will be administered to all personnel concerning the New York State Standards for all content areas. All IEPs will be reviewed to make sure that the goals and objectives mandated are in alignment with the standards for the grade-level state tests by the IEP coordinator.
4. School's guidance counselors will be reminded through memorandum as well as special educators remind that students with behavioral issues and concerns require behavior intervention plans as part of their IEP. Functional Behavior Assessments will be required and IEPs will then be reviewed by the IEP teacher or the Assistant Principal of Special Education to ensure that the required documents are included in the students behavioral assessment.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S./I.S. 155 Nicholas Herkimer					
District:	23	DBN:	23K155	School		332300010155

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	10				

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	28	36	36		90.3	91.5	90.4
Kindergarten	50	51	56				
Grade 1	69	55	54	Student Stability - % of Enrollment:			
Grade 2	67	63	46	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	62	61	60		89.2	88.5	87.3
Grade 4	70	58	60				
Grade 5	63	66	59	Poverty Rate - % of Enrollment:			
Grade 6	53	56	64	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	59	55	66		91.3	95.3	97.2
Grade 8	58	61	60				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		18	42	46
Grade 12	0	0	0				
Ungraded	7	11	17	Recent Immigrants - Total Number:			
Total	586	573	578	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					9	3	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	65	60	71	Principal Suspensions	4	4	19
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	3	1	7
Number all others	37	42	47				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	58	52	56
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	14	7
# receiving ESL services only	83	68	TBD				
# ELLs with IEPs	1	14	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	0	5

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	0	10	% fully licensed & permanently assigned to this school	100.0	100.0	97.8
				% more than 2 years teaching in this school	69.0	84.6	82.1
				% more than 5 years teaching anywhere	69.0	75.0	80.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	88.0	87.5
American Indian or Alaska Native	0.0	0.0	0.2	% core classes taught by "highly qualified" teachers	77.2	100.0	98.9
Black or African American	60.4	60.6	59.0				
Hispanic or Latino	37.9	37.7	38.4				
Asian or Native Hawaiian/Other Pacific	1.0	1.2	0.7				
White	0.7	0.5	1.4				
Male	46.2	48.5	49.5				
Female	53.8	51.5	50.5				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good		Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2		v		
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	45.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	28.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

1. 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.

School-Parent Compact

PS/IS 155, 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 the 2009-2010 school year.

Required School-Parent Compact Provisions

School Responsibilities

PS/IS 155 will 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:

- Provide parents with frequent reports on their children's progress
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities
- Involving parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing and timely manner
- Hold an annual meeting to inform parents of the school's participation in, and explain the parents' rights to be involved in, Title I and Part A programs. The school will convene the meeting at a convenient time for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, to ensure that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in the Title I or Part A programs (participating students) and will encourage them to attend.

- 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.
- Provide to parents of participating children information in a timely manner about Title I and Part A programs that includes a description and an 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.
- At 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.
- Provide each parent timely notice when their child has been assigned to or has been taught for four or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of Title I.
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. The dates of these conferences are listed below.
 - November 9th, 2010 (afternoon and evening sessions)
 - March 16th, 2011 (afternoon and evening sessions)
- Provide parents with reasonable access to staff. Staff will be available for consultation with parents as follows:
 - daily access to Parent Coordinator Monday-Friday, 8a-3pm and some Saturdays during Saturday Academy
 - daily access to Principal via appointment
 - ongoing communication with parents through home visits and phone calls provided by Family Workers

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:

- Promote positive uses of our children's extracurricular time.
- Monitor attendance.
- Making sure that homework is completed.
- Monitoring the amount of television our children watch, as well as their use of video games.
- Volunteering our child's classroom.
- Participating, as appropriate, in decisions relating to our children's education
- Staying informed about our child's education and communicating with the school by promptly reading all notices from the school or the school district and responding to them as needed.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I and Part A parent representative on the 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 and/or any other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities

We, the students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do our homework everyday, and ask for help when needed.
- Read at least 30 minutes everyday outside of school time.
- Give to my parents or caregiver all notices and information received by me from my school.

Additional School Responsibilities

Build and develop a partnership with parents to help their children achieve the states high academic standards. PS/IS 155 will:

- Recommend to the Local Educational Agency (LEA) the names of parents of children receiving Title 1, Part A programs who are interested in serving on the state committee of Practitioners and School Support Teams.
- Notify parents of schools participating in Reading First, as well as any Title 1 Literacy program operating in the school.
- Work with the LEA in addressing problems, if any, with implementing parental involvement activities located in Section 118 of Title 1 Part A.
- Work with LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a federal statute or regulation of Title 1, Part A programs is provided to parents of students.

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

(Please note that signatures are not required)

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Mr. Anthony Cornelli	District 23	School Number 155	School Name P.S./I.S. 155
Principal Ms. Nelly Cortes		Assistant Principal Ms. D. Brown & Ms. M. Manns	
Coach Ms. J. Henry		Coach Lana Haynes	
Teacher/Subject Area Moises Barreto, Bil/ESL		Guidance Counselor Ms. Santa Duran	
Teacher/Subject Area Ms. Zorayda Sanchez, Bil/ESL		Parent Ms. Maria Pimentel	
Teacher/Subject Area Ms. Josephine Gomez, Grade 4		Parent Coordinator Ms. Maria Pimentel	
Related Service Provider Ms. Lisa Kent		Other Ms. Roxan Marks	
Network Leader Ms. Alice Brown CFN		Other Inquiry Leader Ms. Lana Haynes	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	574	Total Number of ELLs	65	ELLs as Share of Total Student Population (%)	11.32%
------------------------------------	------------	----------------------	-----------	---	---------------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here Language Allocation Policy

Part II ELL Identification Process

PS/IS 155 adheres to the following steps for initial ELL identification of students who may possibly be ELLs. At admissions, parents receive the Home Language Surveys (HLIS) and are instructed in their native language by assigned bilingual staff to assist parents in completing the surveys. Trained pedagogues such as: ESL and Bilingual teachers conduct an informal oral interview in English and in their native language to both students and parents. Parents are advised that their child will have to take a formal initial assessment (LAB/R). Mr. M. Barreto, who is our ELL contact Teacher and Ms. Z. Sanchez-Morales who teaches ESL are responsible for the initial screening, administering the HLIS, the LAB-R, and the formal initial assessments. Our LAP team members meet formally and informally and work collaboratively with the Principal in order to review data and annually evaluate students' progress in NYSESLAT.

In order to ensure that parents understand all three program choices (Transitional Bilingual, Dual language, Freestanding ESL) at admissions, all forms and surveys are made available to our parents in translated versions. Our Parent Coordinator, Ms. Elba Pimentel contacts by phone or mail the parents on an ongoing basis to attend our Parent Orientation workshops to view the Chancellor's NYC Department Of Education mandated ELL Parent Video and discuss their program options. Parents receive a comprehensive packet of ELL information, and get an opportunity to meet with LAP team members that will assist them in making the appropriate program selection for their child. Parent choice is respected and parent choice guidelines are adhered to. Students are identified as ELLs by review of the HLIS, administration of the LAB and LAB-R results. Parents may also request to observe and visit the participating classrooms to make their final program decision.

Our parent coordinator and our ELL contact work collaboratively to ensure that parents receive and return entitlement letters, Parent Surveys and Program Selection forms. If parents do not return forms then parents are advised that the default program for ELLs is Transitional Bilingual Education as per CRPart 154.

The following criteria and procedures are adhered to in order to place identified ELL students in bilingual or ESL instructional program:

- During admissions, the school secretary, Ms. Barbara Volino, the parent Coordinator, Ms. Elba Pimentel, and our trained school LAP members including our ESL teachers provide parents of newly enrolled ELLs with information on the different ELL programs that are available.
- We use translated material (brochures, DVDs) provided by the Office of ELLs and if necessary we use services offered by the Translation and Interpretation Unit to better serve our parents.
- Parents complete a Home Language Survey and the student is interviewed in the native language to make an initial determination of the child's home language. The parent receives and completes the survey to show what language the child speaks at home. Parents are invited to attend Parent Orientation in their native language in English and are given opportunities to ask questions so that they can make an informed placement selection. Additionally, on-going orientation in native language spanish is provided throughout the school year to inform parents about curriculum and specific program information. We have staff that speak the target languages and are available to answer any specific questions parents may have about the programs we offer. Parents who are unable to attend the scheduled meetings may call the school to set an appointment to discuss program matters and their child's academic progress. Generally, the first period of the day has been set aside to assist parents with much needed translations of documents and parent/student conference.
- ELLs are administered the Language Assessment Battery-Revised (LAB-R). If student score below proficiency (i.e. beginning, intermediate or advanced level) student is an ELL and are placed in the appropriate program within ten days of enrollment and a hand-scorable document that is kept and used for immediate placement.
- Parent choice, coupled with program availability, and LAB-R results determine program placement for ELLs. Parents are notified immediately by mail regarding their child's eligibility.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices is consistent with the programs offered at our school. We give Parents the opportunity to choose the programs of their choice: Transitional Bilingual Education Program (TBE), Dual Language Program, Freestanding ESL Program. During Orientation, parents are informed that Bilingual classes are formed when there are 15 or more students on two contiguous grades for grades K-8, and in cases where there aren't enough students to form a bilingual class, student can opt for another school in our district, or decide to stay in the ESL program at our school. Additionally, parents are informed of a school where such program choice may exist. After reviewing the Parent Survey and Program Selection letters for the past few years, the trend in program choices is parents want their child to participate in all-day programs offering either TBE or Freestanding ESL: Self contained or Push-in/Pull-Out models. The programs offered at our school are aligned with parent requests.

We work hand in hand with parents to inform them about the available resources and program models available at our school. Parents make the final decision to find a school offering Bilingual/Dual Language programs or opt for a Freestanding ESL instructional program. Our students participate in art, physical education, science, newsletter publishing, peer counseling, all of which provide equal access. Parents' choice and program offerings are discussed during our School Leadership meetings, LAP meetings, PTA meetings, Inquiry team meetings, and other related conferences. Program models offered at our school is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
 6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	65	Newcomers (ELLs receiving service 0-3 years)	43	Special Education	5
SIFE	9	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	8

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

Dual Language																				0
ESL	43	7	2	14	1	3	8	0	2											65
Total	43	7	2	14	1	3	8	0	2											65

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	6	4	9	9	2	6	7	6					57
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1			1			1							3
Haitian						1								1
French						1	1	1						3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
TOTAL	9	6	4	10	10	4	8	8	6	0	0	0	0	65

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Programming and Scheduling Information

For ESL instruction we use a Pull-Out/Push-In organizational model. The ESL teachers work collaboratively with general education classroom teachers on student scheduling and program. The students are picked-up daily by the ESL teacher for instruction. Students are taken to their respective ESL classroom for instruction. K-2 students are homogeneously grouped (proficiency level is the same in one class), 3-4 ESL teacher pushes in for instruction and works collaboratively with classroom teacher. Lessons are supplemented and adapted to meet students' needs. 5-8 students are heterogeneously grouped (mixed proficiency levels). ESL teacher pulls out students for instruction and groups them according to language proficiency levels. Lessons include more listening, speaking, reading and writing strategies and are aligned with supplemental material used in the balanced literacy instructional program.

P.S./I.S. 155 ensures that students are receiving the mandated number of instructional minutes provided according to proficiency levels in our ESL Pull-Out/Push-In program model. Teachers and students are given a schedule to display in their respective classrooms and keep a program card in student notebooks as a reminder. The ESL teachers call each classroom teacher to release the ESL students for instruction during specific periods, but generally students are picked-up by the teacher. Students are pulled out/push-in every day according to their grade level and the mandated time. Students are taught in English. Leveled libraries are available both English and the native language and serve as scaffold for linguistic support. Teachers work with beginners and intermediate level students to learn basic communication skills and fundamentals so they can be ready to develop socially and linguistically. Beginners, intermediate, and advanced level students focus on the reading and writing skills. Students are also prepared to take the NYSESLAT through a variety of test sophistication material.

In addition to providing students with the mandated ESL 360 minutes per week, our Beginners and Intermediate students receive an additional 45minute period Monday-Friday for vocabulary development, Phonemic awareness, and Listening skills. All students participate in the Imagine Learning English technology program to strengthen language in the four modalities. All ELL students receive the mandated ESL allotted instructional time based on students' proficiency level. Beginners and Intermediate students receive 360 minutes of ESL per week and advanced students receive 180 minutes per week. The ESL lessons are structured to teach academic vocabulary, grammar, sentence building, and story comprehension, and also allow students to engage in meaningful literacy response, enjoyment and expression. ESL teachers also work collaboratively with classroom teachers to plan lessons and meet student needs. Teachers supplement their lessons using a variety of literacy strategies, technology, and activities.

In order to make content comprehensible to enrich language development, Core content area instruction is provided through a sheltered English approach. Methodologies used include the Total Physical Response(TPR), WEST ED QTEL reading strategies, read alouds, Language Experience Approach, KWL, and activities in all four language modalities(listening, speaking, reading, and writing).

ELLs: Bilingual/ESL students participate in after school and Saturday programs that provide targeted instruction, NYSESLAT preparation and age-appropriate academic achievement standards in English as a Second Language. Students receive small group and individualized instruction for the purpose of identifying, developing and strengthening literacy, math and language skills. The teachers use NYS-ESL Standards, instructional strategies and alignment to Core Knowledge curriculum, Balanced Literacy and the application of the district ESL prototype. All instruction will also comply with CR Part 154 regulations.

Classes use Passport Reading Journeys II, Trophies, and Moving Into English as their reading program. This research-based reading program is designed to support students as they become proficient readers in English. Trophies meet the standards of research endorsed by the National Reading Panel (2000), and the National Research Council (1998). It uses systematic, explicit reading instruction to develop the skills needed to become a proficient reader. These skills include phonemic awareness, phonics, fluency, vocabulary development and text

comprehension. Also, Spanish trade books, Dual language classroom Libraries and a Spanish manipulative picture kit completes the literacy program and continues to address and enhance the teaching and learning of native language arts. All classes have native language literature libraries and dictionaries for their students. Additional funding through Title III will be used to purchase supplementary materials. Content area such as Science, Social Studies and Mathematics are taught and appropriate related materials are purchased. Instructional materials support the learning of our ELL population. We have dual language libraries, Trophies/Moving Into English, Achieve 3000, Imagine Learning English, Balanced Literacy program as the reading program, Santillana Intensive English program (1999) used to elicit language development and develop cognitive academic vocabulary, Spanish/English dictionaries, picture dictionaries, thesaurus: Synonyms and antonyms, encyclopedia, word walls charts, Attanasio & Associates NYSESLAT preparation booklets K-8, big books, and audio cassette libraries. All teachers attend in-house professional development opportunities in order to better serve our ELL population. Some activities used by classroom teachers are role playing, KWL charts, guided reading, read alouds and discussion, graphic organizer, and visuals whenever possible.

Instructional plan for SIFE

Our plan for SIFE students begin with the identification and screening of students who enter as new entrants to the NYC Public School System (code 58's) with a HILS OTELE (Other than English) and a complete review of the Spanish LAB, LAB-R and the Home Language Survey (HLIS). We identify students who are at least two years below expected grade level and have some basic literacy skills in the native language. Much feedback is received from the classroom teacher and parent. At present we have (9) SIFE students, (43) newcomers receiving services in the range of 0-3 years, (14) students in the range of 4-6 years and (8) students completed 6 years of service. In the range of 0-3 years (Newcomers) 7 students are SIFE and 2 students are in Special education, In the range of 4-6 years 1 student is SIFE and 3 students are in Special education, in the range of completed 6 years (long term ELLs) 2 students are in Special education. Our plan for these students is to provide a differentiated program that would develop their core academic language and literacy skills both English and the native language. Students will practice English skills through the use of Imagine Learning English technology reading program. The program uses an ESL and Core Knowledge-Content area approach to learning. It can be used for whole class lessons, and for differentiated instruction. The goal of the program is to expose all ELL students including SIFE to strategies that accelerate their academic growth. Imagine Learning features school readiness, high frequency words, listening and speaking, phonemic awareness, emergent literacy, reading and writing, literary response and analysis. Automated reports detail student progress for teacher grouping and parent information can be translated into first language. Additionally, SIFE students are closely monitored in our school's intervention academic programs such as extended day morning Title III program, After-School SES providers, and Saturday Academy. The program uses standard base instruction, NLA support, and interactive approaches such as library, and study groups.

Instructional plan for Newcomers

- Our plan for Newcomers that receive services for (less than 3 years) are mainly to place students in small class size for optimum academic performance. Students learn to interact, share experiences without peer pressure, and teachers can plan to meet students' individual needs. The transitional plan will help students increase language development through technology and small group instruction. We try to make the learning environment as pleasant and comfortable as possible by assigning another classmate whenever possible who speaks their native language to assist in the transition process. The students who are new to the country develop basic skills and the necessary language to cope with daily social and academic demands. ELA test practice and daily test sophistication is used to prepare student readiness to meet NYS standards.

- Our plan for (4 to 6 years) ELLs are also to place them in small class size for optimum academic performance. Students and teachers plan together long and short-term goals to meet individual needs. Increase and continue language development through technology and individualized instruction. ELA test practice and daily test sophistication is used to prepare students to meet NYS standards. 1) The ESL teacher will provide additional support to ELLs in our Early bird morning ELL reading/writing program given Mondays-Fridays from 7:30 am -8:00 am. Students will have an opportunity to read and write across the curriculum in a variety of genres, biographies, books about science and history, art and music, etc. Students will be engaged in literacy through dramatic activities such as stories in the form of plays. The ESL teacher will utilize Building Fluency through Reader's Theater, High Interest literacy chapter books, and Moving Into English. 2)The ESL teacher will conduct literature circles during reading. Students will have opportunities to engage in accountable talk, discussions, and character analysis. Parents will be given opportunities to listen to their child read to them during school events such as special literacy assemblies, Poetry Day, audio and video recordings, and school newsletters, etc.3) The ESL teacher will meet with classroom teachers to discuss individual student progress and student class work every Thursday during 371/2 minutes and have daily feedback during common preparation periods throughout the day. 4) Students will have opportunities to read for fluency and comprehension in four voices, small groups, silently, orally and choral.

- Our plan for long term ELLs (completed 6 years) is to involve them in Academic Intervention Services (AIS), Saturday programs, test sophistication sessions, counseling services, peer study groups, Title III programs, After School programs. Daily journal writing and teacher directed writing projects that will be included into the classroom instruction. We will offer testing modifications, extended time, small grouping, and class setting conducive to learning.

- Our plan for our ELLs with special needs is to increase high frequency vocabulary, use more lesson adaptations such as audiocassettes, overhead projectors, visuals, big books, and technology such as Imagine Learning English, Read 180 program, Passport

Journeys II to enrich language lessons. Continue test sophistication and much needed one-to-one practice, differentiated instruction. Our plans for LEP students with disabilities whose IEP recommend ESL/Bilingual instruction is as follows: 1) The ESL teacher will give students more time to complete class work, model the writing process through scaffolding and building sentence structures. Allow students to read and discuss orally, and through the use of creative art the setting, characters, problems and solutions in a given story. 2) The ESL teacher will guide students in the creative writing process. Students will write across the curriculum and will utilize glossaries, picture dictionaries and the internet to develop story narratives, biographies, and stories in the form of plays. The students will use Building Fluency through Reader's Theater, High Interest literacy chapter books, and Moving Into English to further develop literacy. 3) The ESL teacher will meet with classroom teachers to discuss individual student progress and student class work every Thursday during 37 1/2 minutes and have daily feedback during common preparation periods throughout the day. 4) Students will participate in rigorous Academic Intervention services (AIS) After School, 37 1/2 minutes of extended Day using differentiated small group instruction and tutorial program through the S.E.S providers.

B. Programming and Scheduling Information--Continued

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

*Programming and Scheduling information-- continued

Our targeted intervention program for ELLs in ELA, Math and other content areas is as follows:

- For reading, we use the Reading First program with emphasis in phonics and vocabulary development. Additionally, we use Voyager Passport and Moving Into English for ELA instruction that has individual reading packs to improve student vocabulary and fluency. Open Court (phonics wall card), Leap Frog and Reader's Theatre are used as supplementary instructional material. The students also participate in Ticket to Read K-3 and Imagine Learning English K-8 technology program for differentiated instruction. The program helps develop and strengthen student vocabulary, phonics, listening/speaking, as well as reading comprehension. Students use Grammar, Usage and Mechanics as a component to the Reading/Writing workshop.
- For Math, we use Everyday Math components and Math Steps with emphasis in subject related vocabulary development. Students learn to use manipulatives, charts, and graphs. Students are grouped by ability and level are grouped to work collaboratively in specific skills with other students.
- For Science and Social Studies student concentrate in developing more sophisticated vocabulary through the use picture analysis and the Journey II program. Students have daily scheduled visits to our state-of-the-art Science Laboratory and are exposed to hands-on experiential activities, research and the scientific method. Students prepare written projects and oral presentations for language understanding and fluency. Test sophistication material and leveled libraries are used to prepare for NYS Content Area Science and Social Studies examinations in the content area.

The academic intervention program: Friday Into Action and our Saturday Academy serve as a continuing transitional support (2 year) for ELLs reaching proficiency on the NYSESLAT. For the upcoming school year, we plan to improve our existing program by providing additional support to ELLs in Math and Science. Students will be exposed and manipulate state-of-the-art science material and new technology such as smart boards and DVD leveled libraries while continuing to include field trips, hands-on learning experiences, and other related activities. The program will include further collaboration and participation of parents and teachers.

We plan to continue using all instructional programs in school in order to reach all children of diverse backgrounds. Our ELLs have equal access to all school instructional academic programs, including Reading lab, Liberty Learning and The Academic Advantage SES After-school programs, Leadership program, ELL parent and community resources, Saturday Academy, and extracurricular activities.

PS/IS 155 staff support ELLs instructional program through the use of Leap Frog, Imagine Learning English, Ticket to Read, Journey II technology programs, I Station, and the use of the Balanced Literacy, Reading First literacy components. Students are exposed to Test

sophistication material in content area in preparation for NYS exams.

ELLs native language is supported through small group instruction by an assigned foreign language teacher. Classroom teachers use Trophies and Santillana picture card kit as well as books in the content area to support native language instruction. All classrooms are equipped with leveled libraries, and resources that correspond to ELLs culture, age and grade levels.

Before the beginning of the school year, parents are given an informational packet to familiarize them with the school programs, student schedule, school rules and regulations, resources and to review goals for the school year. Additionally, parents meet with school officials such as the Principal, school secretary, parent coordinator, and PTA president to receive a general orientation about school protocols. Paste response to questions 5-14 here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

NA

D. Professional Development and Support for School Staff

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

Professional Development and Support for School Staff

It is our goal that all students in P.S./ I.S. 155 be supported through the Learning Support Organization (LSO), Knowledge Network educational and instructional opportunities to ensure their success in English and in native language arts. Our main objective for June 2011, is that all ELL students in P.S. /I.S. 155 receive instructional strategies focused on strengthening ESL, native language arts skills through the core content area. Knowledge Network and ISC monthly ESL teacher professional development is available to all ELL staff. All teachers of ELLs receive professional development in best teaching practices and ESL methodology, ESL prototype, data analysis and comprehension needs assessment. Some activities used by classroom teachers are role playing, KWL charts, guided reading, read alouds and discussion, graphic organizer, and visuals whenever possible.

ESL teachers are to attend District initiatives and professional development on a monthly basis in order to keep abreast with new techniques and ESL strategies in the four language modalities. Our teachers participate in the West ED QTEL ESL content area training and acquire a certificate of participation. Imagine Learning English technology program offer our teachers on-going staff development and technical support throughout the school year. All teachers attend in-house professional development opportunities in order to better serve our ELL population. As ELL students transition from elementary to middle school the staff supports and assists ELLs by meeting with their teachers to review and discuss student portfolios and academic progress. The staff also meets the grade leaders and ESL teachers every Thursday from 2:20- 3:00 p.m. and during teacher common preparation periods throughout the day to address the specific needs of ELLs.

Recommendations are given that consequently lead to new topics for staff development. Middle school teachers who have ELL students transitioning to high schools receive orientation workshops and training from our school guidance, and assistant principals. We utilize student portfolios as a tool for transition from elementary to middle school. Also, an exit project consisting of research and oral presentation in content area: Science and Social Studies serves as a springboard for student transition to the next grade. Students wishing to present exit projects in their native language may choose a teacher as their mentor. Parents attend orientation and are given informational packets and forms available in their native language to review school selection and student programs offered. We have staff available who assist parents with translation and interpretation in the following languages: Spanish, French, Arabic and Hatian-Creole. Additionally, Lap team members assist parents with translations and provide technical support.

As per Jose P., our staff (ELL teachers and non ELL teachers) continues to attend the mandated 7.5 hours of ELL training sessions provided by the District Network Leader. Teachers meet Mondays 3:00-5:00 pm to attend ESL professional development opportunities and work in study groups. Teacher receive ESL techniques in all four language modalities, methodology, KWL reading strategies, scaffolding, reading in four voices, jigsaw reading strategies, Total physical response activities, practice Language experience approaches and NYSESLAT test sophistication to improve learning. Participants discuss issues regarding Bilingual/ESL and specific student needs.

We have set aside Fridays from 2:20-5:00 for staff development to emphasize differentiated instruction/Writing Workshop in the classrooms and share much needed linguistic activities across the grade levels. Additionally, 23K155 sends teachers to the annual NYSABE Professional Development seminars, which also afford teachers the opportunity to learn about how to further help ELLs, and participants receive new up-to-date information regarding Bilingual/ESL practices, policies and regulations. Teachers meet during common preps to discuss, plan activities, review data, plan field trips, meet with Principal and prepare lessons. Also, our Math and Literacy coach work closely with all ESL staff. We also have assistance of our assigned ISC Support Field Specialist, and participate in local, city, and state conferences for additional support.

E. Parental Involvement

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

Parental Involvement

In collaboration with the on-site Parent Coordinator, and Parent Teacher Association (PTA), new ELL parents attend Parent Orientation Meetings for information and the completion of Parent Surveys, Program selection, letters of program continuation offered in a language they understand. We provide professional development once a month in the afternoon to discuss topics of interest, parents meet with ESL staff to discuss student progress at parent-teacher conferences. PTA reaches parents by phone or mail to inform them of upcoming school events, exam schedule, and up to date information on the chancellor's regulations and policy. As members of the school leadership team, parents become involved in their children's education and learn new ways to help their children succeed academically. Specific ELL students needing help are addressed at the meetings and parents' input is seriously acknowledged. Additionally, the school partners with the School Leadership program agency and community based organization to provide interesting workshops or services to ELL parents. We evaluate the needs of parents through parent surveys. After careful review of the parent surveys, we contact and match parents with the appropriate agencies that can further assist and guide them regarding their specific needs.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	0	0	2	2	2	3	2	2	0	0	0	0	20
Intermediate(I)	0	6	4	5	3	0	1	2	1	0	0	0	0	22
Advanced (A)	2	0	0	3	5	2	4	4	3	0	0	0	0	23
Total	9	6	4	10	10	4	8	8	6	0	0	0	0	65

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		0	0	0	2	0	0	0	1				
	I		3	2	1	2	1	0	1	1				
	A		3	1	3	1	0	2	1	1				
	P		0	0	6	6	2	5	4	3				
READING/ WRITING	B		0	0	0	2	1	1	0	2				

	I		4	3	4	3	0	1	2	1				
	A		1	0	3	5	2	5	4	3				
	P		1	0	0	0	0	0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	19	19	22	4	64
4	12	30	21	1	64
5	18	27	19	2	66
6	21	33	6	0	60
7	5	41	9	1	56
8	6	35	19	1	61
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	19		23		16		8		66
4	7		38		16		3		64
5	11		34		18		4		67
6	13		28		15		3		59
7	4		26		19		8		57
8	7		36		15		1		59
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		13		29		19		62
8	13		34		11		1		59
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	15		8		35		8		66
8	37		19		12		1		69

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

. After Reviewing and Analyzing Assessment Data

Based on the NYSESLAT results across the grade and after a careful analysis of the grades in different strands (listening, speaking, reading and writing), students consistently scored the lowest on the Listening modality. This suggests the need for more intervention and implementation of interactive listening activities. Students will have lessons adapted using visual/visuals for discussion, recorded materials such as Big Books, read along, read-aloud, oral presentations, and other activities. The second lowest score was the Writing, which shows students need more participation in writing activities such as journal writing, essay writing, newsletter writing, and reports. Students scored higher in Speaking than in Reading, which suggests more reading activities such as reading in four voices, chunking paragraphs for comprehension, oral/silent reading, comprehension focus questions, reading in a variety of genres across the grade, and increase more literature for discussion. The results will serve to plan lessons for differentiated instruction and to support ELLs newly acquired language.

On the ELA test, all English Language learners were tested with the exception to 4 students who were exempt. The results by student group taken from the (NYSTP) in ELA for Limited English Proficient students shown in 2009-10 indicate that out of 10 students tested in their third grade 60% scored at level 3 and above. 5 students tested in the fourth grade scored 40% at level 3 and above. 5 students tested in the fifth grade scored 0% at level 3 and above. 7 students in the sixth grade scored 0% at level 3 and above, 6 students tested in the seventh grade scored 0% at level 3 and above. 10 students tested in the eighth grade scored 0% at level 3 and above. The group tested is relatively small to make a meaningful analysis. However, we can say that additional emphasis on instruction related to critical analysis in listening, reading and writing is required especially for grades 5-8. In Math all students were tested, in grades 3-8. The results by student group taken from the NYSTP in Mathematics for Limited English Proficient students shown in the 2009-10 indicate that out of 12 students tested in third grade scored 33% at level 3 and above. 6 students tested in the fourth grade scored 33% at level 3 and above. 6% students tested in the fifth grade scored 33% at level 3 and above. 7 students tested in the sixth grade scored 29% at level 3 and above. 8 Students in the seventh grade scored 50% at level 3 and above. 10 students tested in the eighth grade scored 0% at level 3 and above. Students are getting closer to meeting State standard in mathematics, but more math intervention and student practice is needed especially in grades 5-8.

Our targeted intervention program for ELLs in ELA, Math and other content areas is as follows:

- For reading, we use the Reading First program with emphasis in phonics and vocabulary development. Additionally, we use Voyager Passport and Moving Into English for ELA instruction that has individual reading packs to improve student vocabulary and fluency. Open Court (phonics wall card), Leap Frog and Reader's Theatre are used as supplementary instructional material. The students also participate in Ticket to Read K-3 and Imagine Learning English K-8 technology program for differentiated instruction. The program helps develop and strengthen student vocabulary, phonics, listening/speaking, as well as reading comprehension. Students use Grammar, Usage and Mechanics as a component to the Reading/Writing workshop.
- For Math, we use Everyday Math components as well as Math Steps with emphasis in subject related vocabulary development. Students learn to use manipulatives, charts, and graphs in each lesson. Students in advanced level are grouped to work collaboratively in specific skills with other students.
- For Science and Social Studies student concentrate in developing more sophisticated vocabulary through the use picture analysis and the Journey II program. Students are exposed to research and the scientific method. Students prepare written projects and oral presentations for language understanding and fluency. Test sophistication material and leveled libraries are used to prepare for NYS Content Area Science and Social Studies examinations in the content area.

The academic intervention program: Friday Into Action and our Saturday Academy serve as a continuing transitional support (2 year) for ELLs reaching proficiency on the NYSESLAT. For the upcoming school year, we plan to improve our existing program by providing additional

support to ELLs in Math and Science. We will open a new Lab where students can be exposed and manipulate state-of-the-art science material and new technology such as smart boards and DVD leveled libraries while continuing to include field trips, hands-on learning experiences, and other related activities. The program will include further collaboration and participation of parents and teachers. We plan to continue using all instructional programs in school in order to reach all children of diverse backgrounds. Our ELLs have equal access to all school instructional academic programs, including Reading lab, Liberty Learning After-school program, Leadership program, ELL parent and community resources, Saturday Academy, and extracurricular activities.

PS/IS 155 staff support ELLs instructional program through the use of Leap Frog, Imagine Learning English, Ticket to Read, Journey II technology programs, I Station, and the use of the Balanced Literacy, Reading First literacy components. Students are exposed to Test sophistication material in content area in preparation for NYS exams.

ELLs native language is supported through small group instruction by an assigned foreign language teacher. Classroom teachers use Trophies and Santillana picture card kit as well as books in the content area to support native language instruction. All classrooms are equipped with leveled libraries, and resources that correspond to ELLs culture, age and grade levels.

Before the beginning of the school year, parents are given an informational packet to familiarize them with the school programs, student schedule, school rules and regulations, resources and to review goals for the school year. Additionally, parents meet with school officials such as the Principal, school secretary, parent coordinator, and PTA president to receive a general orientation about school protocols. Paste response to questions 1-6 here

Additional Information

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

1) The ESL teacher will provide additional support to ELLs in our Early bird morning ELL reading program given Mondays-Fridays from 7:30 am -8:00 am. Students will have an opportunity to read across the curriculum in a variety of genres, biographies, books about science and history, art and music, etc. Students will be engaged in literacy through dramatic activities such as stories in the form of plays. The ESL teacher will utilize Building Fluency through Reader's Theater, High Interest literacy chapter books, and Moving Into English.

2) The ESL teacher will conduct literature circles during reading. Students will have opportunities to engage in accountable talk, discussions, and character analysis. Parents will be given opportunities to listen to their child read to them during school events such as special literacy assemblies, Poetry Day, audio and video recordings, and school newsletters, etc.

3) The ESL teacher will meet with classroom teachers to discuss individual student progress and student class work every Thursday during 371/2 minutes and have daily feedback during common preparation periods throughout the day.

4) Students will have opportunities to read for fluency and comprehension in four voices, small groups, silently, orally and choral. Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		