



**P.S.155
THE
WILLIAM PACA SCHOOL**

2010-2011

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: DIST.04/ MANHATTAN/04M155
ADDRESS: 319 EAST 117TH STREET
TELEPHONE: 212-860-5885
FAX: 212-860-5856**

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 (SURRE)
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: P.S. 155 **SCHOOL NAME:** William Paca
SCHOOL ADDRESS: 319 East 117th Street, NYC, NY 10035
SCHOOL TELEPHONE: 212-860-5885 **FAX:** 212-860-5856
SCHOOL CONTACT PERSON: Lillian Raimundi-Ortiz **EMAIL ADDRESS:** LOrtiz4@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Ruth Santiago</u>
PRINCIPAL:	<u>Lillian Raimundi-Ortiz</u>
UFT CHAPTER LEADER:	<u>Haydee Melendez</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Elijah Giles Smith</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u></u>

DISTRICT AND NETWORK INFORMATION

DISTRICT: 04 **CHILDREN FIRST NETWORK (CFN):** 607
NETWORK LEADER: Elmer Myers
SUPERINTENDENT: Luz Cortazzo

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT 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/rdonlyres/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
Lillian Raimundi-Ortiz	*Principal or Designee	
Haydee Melendez	*UFT Chapter Chairperson or Designee	
Giles Smith	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Migdalina Abraham	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ruth Santiago	Member/Chairperson	
Jacqueline Rivera	Member/Teacher	
Lucy Irace	Member/Teacher	
Sandra Saleh	Member/Parent	
Pedro Gil	Member/Parent	
Angela Smith	Member/Parent	
Phyllis Starks	Member/Parent	

(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.

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

- A Dual Language Program for both English and non-English speakers in Kindergarten and 1st grade, which will grow through grade 5 in upcoming years
- Two (2) CTT classes with Bilingual alternate placement paraprofessionals as a support for students awaiting placement
- Four (4) self-contained 12:1:1 classes
- Two (2) Universal Pre-Kindergarten Classes
- One Part-time Attendance Teacher / Dean
- Academic Intervention Services (AIS) provided for general and special education students
- Afterschool READ Tutorial program, a 1-1 intervention program for at risk 1st grade students
- Accelerated Reader Program for grades K-5 (English In A Flash for ELL students, Star Early Literacy for K-2, and Star Reading for 3-5)
- Uptown Software for K-5
- Reading Rescue, a 1-1 intervention program for at risk 2nd grade students during 37.5 minutes tutorial program
- Everyday Math Program implemented in all grades (pre-kindergarten – 5th) which scaffolds student learning along with end of unit test, which allows for individualized planning and grouping of students
- Implementation of Teachers College – Reading and Writing Project for grades 3 to 5
- A Balanced Literacy approach to Reading / Writing with the implementation of Teachers College Reading / Writing Project
- Library and Media Center
- 21st Century grant which provides student with afterschool clubs for five years until 2013

P.S. 155M is located in the heart of El Barrio. During 2007/2008, we partnered with Target and Heart of America for a library makeover, which tripled the size of the library and gave access to all students. Target also sponsored the opening of our garden in the spring of 2008. Target has continued to support the school today by awarding us with two Family Literacy grants, one Art grant, and one Library grant as well. We partnered with Out to Play, which is a non-profit organization, who made over our playground, which opened in September 2009.

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

- A full time Parent Coordinator
- A conference room, which contains a Computer Center, Information Center, Library Center, and ESL Library, is open to staff and parents district-wide
- Regularly scheduled parent workshops
- Monthly calendar with upcoming workshops and activities
- Phone messaging system for reminders of upcoming events
- Monthly Progress Reports to keep parents abreast of their child's progress
- Parent Association (PA)
- Parents participate in School Leadership Team (SLT)
- Parent Library in English and Spanish located in the Library/Media Center
- Learning Leaders – A Parental Volunteer Program
- English as a Second Language classes for parents
- Computer classes for adults
- A series of Family Literacy workshops sponsored by Target
- EPIC Workshops provided through 21st Century grant
- Teamed up with the District Family Advocate (DFA) to provide parent workshops district wide and our parent room has been designated as a district parent room

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

- After School Education through Music (ETM)
- Leadership Afterschool Program
- Urban Arts Afterschool Program
- The Friedman Foundation –Grade 3 – To promote Reading
- RIF Reading is Fundamental
- Carmel Hill Foundation

Community Based Organizations also provide parental support by

- Learning Leaders – A parent volunteer program
- EPIC Workshops provided by 21st Century
- Borinken Health Center on premises which provides physicals, prescriptions and counseling services

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:	P.S 155 (William Paca)				
District:	04	DBN #:	04M155	School BEDS Code:	310400010155

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)			2007-08	2008-09	2009-10
Pre-K	25	26	32				93.8	93.8	93.7
Kindergarten	71	65	66						
Grade 1	50	69	69	Student Stability: % of Enrollment					
Grade 2	59	51	67	(As of June 30)			2007-08	2008-09	2009-10
Grade 3	64	61	51				93.7	93.7	93.7
Grade 4	64	61	52						
Grade 5	59	70	59	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)			2007-08	2008-09	2009-10
Grade 7	0	0	0				97.7	93.4	97.5
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)			2007-08	2008-09	2009-10
Grade 11	0	0	0				8	12	7
Grade 12	0	0	0						
Ungraded	1	0	6	Recent Immigrants: Total Number					
				(As of October 31)			2007-08	2008-09	2009-10
Total	388	406	402				28	10	4

DEMOGRAPHICS							
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	24	31	32		Principal Suspensions	5	8
No. in Collaborative Team Teaching (CTT) Classes	17	26	24	Superintendent Suspensions	1	10	4
Number all others	30	37	32				
<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	43	133	120	Early College HS Participants	0	0	0
# in Dual Lang. Programs	115	40	25				
# receiving ESL services only	30	47	50	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	7	40	(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	41	42	39
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	11	11	11
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	3	9
	0	0	0				
				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%	100%	92%
American Indian or Alaska Native	0	0	0.2	Percent more than two years teaching in this school	97.6	81.0	92%

DEMOGRAPHICS							
Black or African American	16.0	17.2	14.9	Percent more than five years teaching anywhere	73.2	69.0	90%
Hispanic or Latino	82.2	79.6	82.1				
Asian or Native Hawaiian/Other Pacific Isl.	1.0	1.2	0.7	Percent Masters Degree or higher	95.0	90.0	92%
White	0.8	2.0	2	Percent core classes taught by “highly qualified” teachers (NCLB/SED definition)	88.6	69.1	92%
Multi-racial							
Male	53.1	53.9	56.0				
Female	46.9	46.1	44.0				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I School wide 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					
SURRE School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURRE identification:			
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):					
<u>Differentiated Accountability Phase (Check ✓)</u>			<u>Category (Check ✓)</u>		
			Basic	Focused	Comprehensive
In Good Standing (IGS)		N/A	N/A	N/A	N/A
Improvement (year 1)		N/A	N/A	N/A	N/A
Improvement (year 2)		N/A	N/A	N/A	N/A
Corrective Action (year 1)		N/A	N/A	N/A	N/A
Corrective Action (year 2)		N/A	N/A	N/A	N/A
Restructuring (year 1)		N/A	N/A	N/A	N/A
Restructuring (year 2)		N/A	N/A	N/A	N/A
Restructuring (Advanced)		N/A	N/A	N/A	N/A
Individual Subject/Area		Elementary/Middle Level (✓)		Secondary Level (✓)	
		ELA:	N/A	ELA:	N/A

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Outcomes	Math:	N/A	Math:	N/A
	Science:	N/A	Grad. Rate:	N/A

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

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

Key: AYP Status

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

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

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	N/A	Overall Evaluation:	N/A
Overall Score	N/A	Quality Statement Scores:	N/A
Category Scores:	N/A	Quality Statement 1: Gather Data	N/A

School Environment (Comprises 15% of the Overall Score)	N/A	Quality Statement 2: Plan and Set Goals	N/A
School Performance (Comprises 25% of the Overall Score)	N/A	Quality Statement 3: Align Instructional Strategy to Goals	N/A
Student Progress (Comprises 60% of the Overall Score)	N/A	Quality Statement 4: Align Capacity Building to Goals	N/A
Additional Credit	N/A	Quality Statement 5: Monitor and Revise	N/A
<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 Team action research, surveys, and school-based assessments. (Refer to your school’s Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year’s school budget, schedule, facility use, class size, etc.

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

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

Literacy

P.S. 155 will follow a Comprehensive Approach to Balanced Literacy. The teachers are provided with Units of Study, which is a supplemental reading and writing planner that guides teachers into teaching reading and writing. In addition to the Units of Study, teachers in grades K-2 will use Harcourt Brace Trophies Literacy program, which is a systematic researched based program to build the foundation in phonemic awareness and phonics. A word study program, REWARDS has been implemented for grades four and five in order to assist students to learn where words are derived from, how words work, and build on their fluency and vocabulary skills. Grades three to five will also have Month by Month phonics as a supplemental word study program. This year, with the new Core Curriculum Standards, there will be a focus on oral language and the development of academic vocabulary throughout the grades.

Assessments

During the Reading First Initiative from 2006-2010, teachers received intensive professional development on the importance of assessments and the use of data to drive instruction. Once the data is collected, it is analyzed in the five components of reading (phonemic awareness, phonics, vocabulary, comprehension and fluency) and literacy activities can be created using the reading research website www.fcrr.org that will address student’s individual areas in need of improvement. For the 2010-2011 school year, the teachers in grades K-3 will be using E-CLAS2. In addition to E-CLAS2 completed twice a year, teachers will be using TC Running Records five times a year to progress monitor their students.

The early childhood grades at P.S. 155 will continue to strive towards all students reading at or above grade level. Using the results of the spring 2010 Dibels, we noticed that 38% of our K-2 students were at benchmark, which is lower than previous years. We have also noticed that this is in correlation with ELA scores from spring 2010 for students in grades 3-5.

Our biggest challenge is helping our English Language Learners become literate in English in a very short time frame, one year. Presently, our bilingual classrooms are composed of students ranging from beginning to advanced levels in the area of English language acquisition. This creates a situation at P.S. 155, where the teachers have to use a combination of ESL strategies and methodologies along with best practices in order to provide differentiation that will ensure reading instruction at various

levels. In an effort to improve second language acquisition and student performance on the NYS ELA exam, a balanced literacy approach (in English) will be used for all second language learners to ensure that all children have the opportunity to be successful.

P.S. 155's ELA test scores for spring 2010 school year shows that 33% of 3rd grade students, 11% of 4th grade students, and 26% of 5th grade met the promotional criteria. Our goal for the 2010-2011 school year is to move our Level 1 and 2 students to Levels 3 and 4, where a special focus will be placed on 4th grade students. For students performing on Levels 3 and 4, a conscious effort will be made to add rigor to the curriculum in order to maintain these students at these levels.

Teachers will continue to have weekly grade level meetings with administration and coaches to discuss the academic progress of students. As teachers analyze student data, they are able to identify patterns and trends and fine tune their teaching craft by setting goals in order to improve instruction.

For the 2010-2011 school year, we will continue to have two part-time coaches, who will provide Academic Intervention Services to students while supporting teachers through demonstration lessons and staff development. In the capacity of Academic Intervention Services (AIS), these coaches will work closely with all grades on a Comprehensive Approach to Balanced Literacy. As coaches, they will conduct workshops on lesson design, the workshop model and unit planning. They will also facilitate inter-visitations, as well as intra-visitations in order to provide teachers with additional ideas and resources.

The school as a whole is participating in the use of the following programs:

- Mondo, an oral language development program that is presently being implemented by all grades.
- The school was also selected by the Carmel Hill Foundation to receive a new computer and printer in each classroom in order to implement the Accelerated Reader Program, which is composed of English In A Flash for ELL students, Star Early Literacy for K-2, and Star Reading which monitors independent reading stamina and comprehension for each student in grades 3 to 5.
- A Wordy Study Program titled REWARDS has also been implemented for all 4th and 5th grade students.
- A Word Study Program titled Month-by-Month has also been implemented for all 1st to 3rd grade students.
- Staff Development on Guided Reading has been provided to all staff members, including paraprofessionals.
- The bookroom continues to be a valuable resource for all the teachers. Books are stored there by themes, genres, and levels in both Spanish and English for teachers to borrow as needed.
- English as a Second Language (ESL) Afterschool Program
- Reading/Writing and Math Afterschool Program
- Saturday Academies

During the 37 ½ minutes extended day, the following programs are being used:

- Great Leaps, which focuses on promoting fluency.
- Wilson and Foundations, which focuses on phonics and decoding skills.
- Reading Rescue, a one-to-one tutorial program, which focuses on phonics and decoding skills.

- READ, an intervention program for grade 1 students.
- 21st Century grant provides funding for an after-school enrichment program. Programs include chess, soccer, chorus, art, instrumental, dance and martial arts.

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

Literacy Challenges and Concerns

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

Mathematics

At P.S. 155, we use the Everyday Mathematics program. It is a comprehensive Pre-Kindergarten through sixth grade mathematics curriculum. This program substantially raises expectations regarding the amount and range of mathematics children can learn and provides teachers with the materials necessary to enable the students to meet these higher expectations.

During the 2008-2009 school year, the 3rd edition of Everyday Mathematics was launched at P.S. 155 and throughout many New York City Public Schools. There were two components added to the program, the Differentiated Handbook and the Assessment Handbook. Teachers at P.S. 155 administer the Pre and Post Unit Tests. Based on student's performance on these tests, teachers group students according to the skills that must be reinforced or enriched. This allows for differentiated instruction to take place through lessons, games or center activities. This method of collecting and analyzing data will continue during the 2010-2011 school year. However, this year in order to acquire mid-unit feedback, we have decided to add interim assessments.

Teachers in Pre-Kindergarten to 5th grade will continue to provide strategies that apply to Content Strands, which are Number and Numeration, Operations and Computation, Data and Chance, Measurement and Reference Frames, Geometry, and Patterns, Functions, and Algebra. Professional development was provided to teachers to assist them in the use of the differentiated and assessment handbook to drive instruction in their classrooms. Additionally, in order to help our students

understand and make sense of the mathematics being taught; professional development will also be provided to new staff members on how to incorporate mathematics literature-based materials into the Math block. Teachers analyze mathematics data (summative and formative assessments) to allow for planning differentiated instruction and goal setting for individual students. This year students will be encouraged to process-write in their journals. This will allow teachers to monitor student problem solving abilities.

Professional development will assist teachers in developing and fostering a classroom climate that supports academic rigor and an awareness of looking at data in a more constructive way. Through staff development, teachers will be acclimated to the components of the math workshop model. The goal for 2010-2011 is to continue to provide experiences that are meaningful and related to real life situations. We understand that when students build knowledge derived from experiences, they are more likely to retain and utilize what they have learned.

Mathematics Challenges and Concerns

- The Lower grades are in need of AIS.
- To better service our students, Math enrichment can also take place during the 371/2 minutes.
- Professional Development is needed in learning how to play the Everyday Math (EDM) games. Also, teachers should have the opportunity to “Make and Take” activities to better differentiate instruction in our classrooms.
- More Professional Development sessions from the LSO.

Science

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

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

Science challenges and concerns

- Fourth grade students take the NYS Science Exam, which is accumulative. Benchmark tests, along with the Pre and Post tests, need to be developed and administered for grades prior to fourth grade. This would allow teachers to determine what skills and content need to be emphasized.
- In order to incorporate the scientific method throughout the year, there will be ongoing science fairs (2 fairs a year) instead of one.

Social Studies

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

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

Social Studies Challenges and Concerns

After looking at the Social Studies 5th grade test, the teachers have noticed that our students are lacking skills in writing essays. The teachers will instruct children on how to write an essay in which historical documents are compared and contrasted. This needs to begin in the third grade where historical documents should be discussed; children should learn the vocabulary necessary to be able to compare and discuss historical documents. In the fourth grade children should be exposed to exemplary essays and begin writing them. Children need to express their knowledge more creatively.

Technology

At P.S. 155, there are computers, printers, overhead projectors, and CD/Cassette players in every classroom. In addition, there are eight desktop, 6 laptops computers, 6 digital cameras, 3 flip cameras and one video camera in the library for everyone to use. There are six desktops and ten laptops (teachers may borrow) in room 121. There are three Smartboards in the building in rooms 122, 206 and 304, and Mr. Marrero, Ms. Torres and Mr. Post will be trained and turn key to the staff. There is wireless capability in the building. Ms. Ortiz purchased Everyday Math software, and license's, for science, social studies, reading, math, phonics and comprehension.

Technology Challenges and Concerns

- A computer upgrade is needed school wide
- At least one Smart board per grade is needed
- An inventory of the licenses purchased is necessary to see what corresponds with the scope and sequence
- We would eventually like to have a tech person on staff for trouble shooting
- We would like to eventually have an ELMO in every classroom

Specialist

At P.S. 155, we have cluster positions that serve dual purposes. One is to provide teacher's coverage for their preparation (prep period), in addition to meeting mandated requirements as well. This will supplement, reinforce and enhance the content and curriculum covered in class. It will also address the skills needed for each grade level.

Clusters receive webs where teachers outline the content that will be taught. The Social studies and science clusters receive the pre and post assessment scores to meet and individualize each student's needs. All clusters must become acquainted with all necessary I.E.P.s and make all appropriate accommodations.

Social Studies Specialists

The social studies specialists instruction provides additional support to classroom instruction in social studies. Our social studies cluster teacher receives the results of pre and post assessments in order to support the learning needs of the class.

Their instruction is based on monthly webs and the NYS core curriculum. Areas of focus in the core curriculum include, but are not limited to, family, neighborhood, citizenship, community, rules, laws, economic culture, NYS local government, and geography. Instruction and learning activities based on this areas spiral and become more advanced throughout the grades.

Science Specialist

P.S. 155 educate students from grades PreK-5. As such, students receive grade-level appropriate science instruction. It is the duty of the elementary school Science Specialist at P.S. 155 to explain concepts such as basic biology, states of matter, weather, energy, and geology to students in a manner that aligns with NYC Science Scope and Sequence. As such, one of the primary goals of the Science Specialist is pique children's interests in scientific concepts using methods that allow students to be engaged, observe scientific phenomena, understand principles that can't easily be demonstrated, and have hands-on experiences. It is also necessary that the Science Specialist find subjects that can be demonstrated in the classroom environment, and create lessons involving both living and inanimate objects such as plants, seeds, rocks, and insects. These efforts are all reinforced with visual displays, a multi-media audio / visual unit, and the most recent addition, Smart technology via the Smart board. Also, in order to support the science instruction that students receive from their classroom teachers, the Science Specialist must work diligently and communicate effectively with all classroom teachers. Such efforts include tracking the results of pre-test conducted in classrooms, and using monthly thematic charts from each grade level to help plan and differentiate instruction in the Science classroom. Finally, important to the role of the Science Specialist, is the preparation of students for the NYS Science exam-which is administered yearly to all 4th graders.

Physical Education Specialist

The goal of the physical education program at PS 155 is to help students develop the knowledge, skills, values and confidence necessary to enjoy a lifetime of physical activity. This will be achieved by having the students learn the motor skills (walking, kicking, dribbling aball.) , and rules, strategies, and tactics needed to perform and participate in a variety of physical activities and games. Also, students will be encouraged to and, ultimately, will be expected to exhibit responsible personal and social behavior and to value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Art Specialist

At P.S. 155, Visual Arts instruction is based on the State instructional requirements in the arts and the five major learning strands of the New York City Blueprint for Teaching and Learning in the Visual Arts. These strands are: 1) Art Making, 2) Literacy in the Visual Arts, 3) Making Connections, 4) Community & Cultural Resources, and 5) Careers & Lifelong Learning. While Art-Making is the foremost strand of the visual arts curricula, it is closely tied to the four remaining learning strands. Thus units of study throughout each school year are developed by considering all five strands as the basis for a unit's essential questions and learning goals. Different expectations for students in each grade reflect the evolving complexity and sophistication of the learning, thinking and creative exploration being done as students' age, grade, and overall academic skills progress. The Making Connections Strand, especially, gives the visual art specialist many opportunities to partner with and support classroom teachers--when units of study being done in the academic areas can be matched up appropriately with the Art Making areas listed below. Other factors that may also influence the development of units of study can also include (but are not limited to): expressed student interests, art events and exhibits, other special events in the school or city community (such as art or poster contests), news and current events, or the availability of a particular supply.

Second grade and Fifth grade are the benchmark years for the visual arts in elementary school, and work and learning done in Kindergarten and First can be understood as building towards meeting the Second grade goals; likewise, work done in Third and Fourth grades prepares students to meet Fifth grade benchmarks. The Art-Making strand indicates specifically what students are expected to be able to accomplish in these benchmark years in the following areas: Painting, Sculpture, Drawing, Printmaking, Collage, Two-dimensional Applied Design, and Media Technology.

Library Media Specialist

The role of the library media specialist is to create a love for reading by providing a welcoming and respectful climate in the library. The students come with their teacher to the library once a week to borrow books; it is open access with a library period scheduled in. Library skills are taught through read aloud. Standards and curriculum webs given to the media specialist support the class curriculum in the content area. The media specialist provides opportunities for students and teachers to use the library for class related research, individual investigations and independent reading. Special programs are sponsored in the library such as RIF (Reading is Fundamental ,three times a year) Six Flags Reading Program, Dr. Seuss' Birthday, Poem In the Pocket Day, Book Clubs, Summer Reading Public Library Program, etc

The media specialist collaborates with the teachers and coaches in planning and implementing instructional units that integrate the use of the library with classroom curriculum. Example: This year, the Third grade teachers were studying the countries of South Africa, China and Mexico. Together they wrote and received the REACHing Up Grant that provided us with additional books, DVDs, cameras, etc to teach the children about these countries.

The media specialist's other responsibility is to have the library collection of books organized in logical Dewy Decimal System for ease of access to resources. The collection includes books aligned to

curriculum and student's wants and needs. The specialist is constantly updating the automated catalog. The media specialist is also responsible to order books that meet the needs of our ELL student, Special Need and General Education students in English and Spanish. She continually updates displays of books and student's work to reflect current curriculum themes. Students are trained on how to use a shelf marker, how to choose a just right book and library rules and procedures so they could get the most out of their weekly visit. Lower grades may borrow a book a week. Second through fifth grade may borrow two or more books a week. Teachers also borrow books to supplement curriculum. Because of the teacher's presence in the library, every child has the opportunity to borrow books, use the computers and listen to stories in the listening center. I can also have more than one class, large and or small group in the library at the same time. Unfortunately, due to budget cuts, this position will be one of a cluster. The media specialist recruits and trains volunteers to help me shelve books; (500-700) books leave the library every week. She attends Library Services programs, meetings and conferences to stay current. Finally she conducts outreach to the Public Library on 125th Street, the goal is that every student in our school has a library card and borrow and use resources in the public library.

Challenges for Specialists

- Unfortunately, specialists are not always able to see all classes due to scheduling reasons.
- There is also the challenge of the ability to transport all materials to each classroom during periods of state and city mandated testing and the promptness to arrive to the scheduled classes.
- Teachers are also challenged by ensuring that all teachers are afforded their scheduled prep periods during school wide events and to be able to cover the content that was meant to be taught to the students.
- One last challenge of specialists is based on the physical limitations of their classrooms.

English as a Second Language

As of 2010-2011, 40% of the student population at P.S.155 is comprised of English Language Learners (ELL). In the spring of 2010, 159 students were tested using the New York State English as a Second Language Achievement Test (NYSESLAT). In Kindergarten 38 students were tested. 28% were at beginning level, 40% were at intermediate level, 31% were at advanced level. No students were at the proficient level. In First Grade 27 students were tested and 28% were at beginning level. 36% were at intermediate level, 28% were at advanced level and 8% were at proficient level. In Second Grade, 23 students tested. 27% of these students who tested were at beginning level, 42% were at intermediate level, 12% were at advanced level and 17% were at proficient level. In Third grade, 22 students were tested. 4% were at beginning level, 38% were at intermediate level, 40% were at advanced level and 17% were at proficient level. 21 of our Fourth graders tested. 3% of these fourth graders were on beginning level, 32% were on intermediate level, 35% were on advanced level and 29% were on proficient. Of our fifth grade students 28 students were tested. 7% tested as beginners, 21% tested as intermediates, 50% tested as advanced and 21% tested proficient.

Our goal for 2010-2011 is to improve the quality of instruction for English Language Learners in all grades. In order to assist students to move through reading levels, they will be monitored via running records, ELA and NYSESLAT simulations, and the Mondo Oral Language Pre and Post Assessment. Ongoing professional development, along with demonstration lessons, will be provided for teachers on best practices including ESL strategies and methodologies. Staff Development will be provided on data analysis for summative and formative assessments in order for teachers to drive instruction in a more meaningful way. Goal setting will also allow teachers to reflect on their best practices and differentiate instruction in order to meet the needs of every ELL student.

Another goal for 2010-2011 is to continue to expand our Dual Language program and create specific goals and expectations. We will implement a 50/50 model beginning in Kindergarten. Each year, the next grade will implement this 50/50 model until the Dual Language program encompasses all grades from Kindergarten through Fifth Grade. We plan to visit various schools that are in our peer index and other New York City public schools that run a successful Dual Language program. This will allow us to reflect on their best practices and implement them in our school. Furthermore, teachers in Dual Language classrooms will continue to receive professional development and training in order to run a dual language classroom effectively. We plan to implement a QTELL (Quality Teaching for ELL) Program, which consists of a 5 day training for Bilingual/Dual Language teachers. This Program will also give teachers a clear direction on how instruction should take place in a Dual Language classroom.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal Number 1	
Goal	Describe your goal. Student performance in grades 3 to 5 will increase on the 2011 NYS ELA exam.
Measurable Objective	Set the measurable target that will define whether you have met your goal. By June 2011, 60% of all students taking the 2011 NYS ELA exam will perform at levels 3 or 4, as a result of a more systematic analysis of the different data sources available to administrators, coaches, grade level teams, classroom teachers, academic intervention specialist, ESL teachers and SETSS teachers, students will demonstrate growth in the areas of reading comprehension, fluency and written comprehension of materials read.
Goal Number 2	
Goal	Describe your goal. In grades 3 to 5, there will be an increase in student performance on the 2011 NYS Math exam.
Measurable Objective	Set the measurable target that will define whether you have met your goal. By June 2011, 60% of all students taking the 2011 NYS Math exam will perform at levels 3 or 4, as a result of a cohesive progress monitoring system and the different data sources available to administrators, coaches, grade level teams, classroom teachers, academic intervention specialist, ESL teachers and SETSS teachers, students will demonstrate growth in the area of Math comprehension.

Goal Number 3	
Goal	<p>Describe your goal.</p> <p>To continue to use and further develop a cohesive School wide system for the collection and utilization of data in Science and Social Studies in order to provide for differentiated instruction and additional support from out of classroom staff.</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>By June 2011, there will be a 40% increase in student achievement, as evidenced in the data analysis in the Pre/Post Unit Assessments and NYS Science exam.</p>
Goal Number 4	
Goal	<p>Describe your goal.</p> <p>To increase Parental Involvement and home-school connection.</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>By June 2011, there will be a 5% increase in parent participation in school programs, activities, parent workshops, and adult education programs, as evidenced in the results of the Learning Survey.</p>
Goal Number 5	
Goal	<p>Describe your goal.</p> <p>By June 2011, students in grades K-2 will demonstrate an increase in oral language development, while students in grades 3-5 will demonstrate an increase in oral language development, along with an increase in the use of academic vocabulary.</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal.</p> <p>There will be an increase in student performance in grades K-2 as evident on the Mondo Oral Language assessment post test and the NYSESLAT Exam. Student progress will increase on unit post test in the content areas as a result of the focus on oral language and academic vocabulary development. Student's performance will increase in grades 3-5 and will be evident on the results of the NYS ELA, Science and NYSESLAT Exams. There will be an increase in student's written performance, as well as on the NYS ELA, Science, and NYSELAT exams.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, 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.*

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue and refine the use of a cohesive progress monitoring system for Reading. In order to increase student performance in English Language Arts, remediation and rigor will be provided for all students through the use of a more systematic analysis of data collected from TC Running Records, E-CLAS 2, ARIS, Acuity, STAR assessment from the Accelerated Reader Program and test simulations with a particular focus on Second Language Learners, students with special needs and students receiving at risk services in the form of AIS (Academic Intervention Services)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Provide professional development to staff in order to increase the E-Clas 2 understanding and usage of data tools such as ARIS, Acuity, TC Running Records, STAR assessment and reading/writing portfolios • To continue to use a push in model for AIS, SETSS and ESL support services in order to promote small guided groups of instruction • Administer and analyze results of TC Running Records on a six week cycle and plan for groups accordingly • Administer ELA stimulation three times prior to the test. Teachers will analyze results which will be used to plan for differentiated instruction and provide support for ELL students, students with special needs and students at risk • Provide monthly grade meetings with data specialist in order to focus on the analysis of sub groups including; English Language Learners, students with special needs, students at risk, students with asthma, and students that are frequently late and students in temporary housing • Teachers will meet during common planning times and use data collected and analyzed to plan for grouping and strategy lessons

	<ul style="list-style-type: none"> • Teachers will conference with students to set goals and objectives for their reading • Parents will participate in family literacy and grade specific test preparation workshops • Students will take book baggies home daily. Students will read for a minimum of thirty minutes daily and keep a log of the books they have read
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	Professional development provided by coaches and LSO staff Purchase more TC running record kits Per-session pay for planning
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	By June 2011, as a result of a more systematic analysis of the different data sources available to administrators, coaches, grade level teams, classroom teachers, academic intervention specialist, ESL teachers and SETSS teachers, students will demonstrate growth in the areas of reading comprehension, fluency and written comprehension of materials read according to results of TC Running Records, STAR assessment, E-Clas 2, English Language Arts, Test Stimulations and response to literature and writing portfolios.

Subject/Area (where relevant): Mathematics

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To establish a cohesive progress monitoring system for Math, in order to increase student performance in the NYS Math Exam. Remediation and rigor will be provided for all students through the use of a more systematic analysis of data collected from pre and post unit assessments, ARIS, Acuity and test simulations with a particular focus on Second Language Learners, students with special needs and students receiving at risk services in the form of AIS (Academic Intervention Services)
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<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"> • Provide professional development to staff in order to increase the understanding and usage of data tools, such as ARIS, Acuity results of pre/ post and interim unit assessments and NYS Math simulations • Professional development will be provided by the CFN Network on the National Core Standards for Mathematics • To continue to use a push in model for AIS, SETSS and ESL support services in order to promote small guided groups of instruction • Administer and analyze results of pre/ post and interim unit assessments and NYS Math simulations • Administer NYS Math simulation three times prior to the test. Teachers will analyze results which will be used to plan for differentiated instruction and provide support for ELL students, students with special needs and students at risk • Provide monthly grade meetings with data specialist in order to focus on the analysis of sub groups including; English Language Learners, students with special needs, students at risk, students with asthma and students that are frequently late • Teachers will meet during common planning times and use data collected and analyzed to plan for grouping and strategy lessons • Teachers will conference with students to set goals and objectives in Math • Parents will participate in family math and grade specific test preparation workshops • Fridays will be math game day in order to provide reinforcement to students on specific math concepts. • Students will participate in the 371/2 minute tutorial with a focus on math concepts that need reinforcement
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Professional development provided by coaches and LSO staff • Purchase supplemental materials for afterschool programs through title 1 and title 111 funds • Per-session pay for planning • Teachers will attend any staff development provided by the DOE

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teachers will use results of pre/ post and interim unit assessments and NYS Math simulations and informal assessments to assess student performance in math from September through June 2011 • Coaches, AIS teachers, SETSS teachers and the ESL teachers will analyze data collaboratively with grade teams in order to plan for small group instruction • Students participating in the 371/2 minute tutorial will be grouped according to data collected and teacher input • Out of classroom staff will provide a half hour AIS instruction daily to ELL students, students at risk and students with special needs • Teachers will bring data collected to monthly meetings with data specialist in order to discuss grouping and differentiated instruction
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Subject/Area (where relevant): Science and Social Studies

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To continue to use and further develop a cohesive School wide system for the collection and utilization of data in Science and Social Studies in order to provide for differentiated instruction and additional support from out of classroom staff.</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"> • Teachers will meet during the June planning session to begin planning a Science and Social Studies curriculum in accordance with the scope and sequence • Schedule cross grade meetings to discuss Scope and Sequence and expectations from one grade to the next. • Teachers will administer Pre and Post unit test in Science and Social Studies • Teachers will use results of tests to plan for instruction and differentiation • Teachers will administer interim assessments midway through the unit in order to plan for re-teaching and/or the addition of rigor where necessary • Teachers will research the internet for up-to-date information relative to the science and social studies scope and sequence • Teachers will create baskets of books related to the units of study

	<ul style="list-style-type: none"> • Students will research the internet for projects and refer to the baskets created by teachers as reference
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Professional development provided by coaches and LSO staff • Purchase supplemental materials for afterschool programs through title 1 and title 111 funds • Per-session pay for planning • Teachers will attend any staff development provided by the DOE
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Attendance for Curriculum Planning session • Teachers will submit copies of Curriculum Maps to administration, coaches and specialist via e-mail with a plan for grouping and whole instruction • Teachers will submit results of Pre/Post and interim Unit test to administration, coaches and specialist • Notes of discussion on next steps • Administration will spot check Lesson Plans in order to assure that grouping and differentiated instruction is taking place • Administration will conduct Informal/Formal observations • Professional Development will be provided by the CFN Network on effective use of data and lesson planning

Subject/Area (where relevant): Parental Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	To increase Parental Involvement and home-school connection
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible</i></p>	<ul style="list-style-type: none"> • In August 2010 all parents will be invited to participate to meet the Principal night. Parents that participate will receive a book bag for their child with school supplies to help them get on their way

staff members; and implementation timelines.

- In September 2010 parents will be invited to participate in meet the teacher night and will also be invited to meet the teacher afternoon
- Parents will receive a monthly calendar listing events, school activities and parent workshops
- Flyers will be sent out by the Parent Coordinator to remind parents of upcoming events
- Monthly progress reports will be sent out to parents in order to keep them abreast of their child's academic progress
- Monthly second cup of coffee will be held with the Principal in order to provide parents with an informal forum where they can ask questions and be informed about school events
- A Parent Handbook will be provided to each household describing daily procedures at P.S. 155
- Workshops are provided for parents in both Spanish and English
- Parents will be invited to participate in family literacy nights hosted by the school librarian
- Parents will be invited to student of the month assemblies
- Parents will be invited to participate in the annual dance festival and talent show
- Parents will be invited to participate in adult ESL and computer classes
- Parent Coordinator will send out messages via the phone messenger as a reminder of upcoming events
- Parent Coordinator will provide parents that speak languages other than English/Spanish with translations of flyers and school correspondence
- During our monthly Movie Night parents will be invited to participate in Bingo Night and/or Arts and Craft activities
- Parents Association and the School Leadership Team will collaborate in order to organize school wide activities that will promote active parental involvement in classrooms
- Parents will take part in quarterly curriculum based workshops

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> ● Use translation funds to translate materials for school mailings ● Provide translations services at meetings ● Pay for renewal of phone Messenger System
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ● Attendance from Meet the Principal, Meet the Teacher, Second Cup of Coffee, Parent Teachers Conferences, Workshops, Adult Education classes ● Agendas and evaluations from workshops ● Notes from second cup of coffee forums ● Correspondence folder where copies of flyers and school mailings have been placed ● Report of phone messages that were sent out via phone messenger ● 75% of parents will respond to the school survey in a positive way

Subject/Area (where relevant): Academic Vocabulary

<p>Annual Goal<i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, students in grades K-2 will demonstrate an increase in oral language development, while students in grades 3-5 will demonstrate an increase in oral language development along with an increase in the use of academic vocabulary.</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"> ● Teachers will administer the Mondo Oral Language Assessment ● Teachers in K-5 will dedicate 20 minutes a day to oral language development through the use of the Mondo Oral Language Development program ● Teachers will present students with a picture of the day in order to promote oral and/or written language ● Teachers in grades 1-5 will dedicate 20 minutes a day to word study to promote an increase in vocabulary development ● Teachers will develop and use word walls in Reading, Math and the content areas ● When introducing vocabulary words teachers will use visual aides

<p><i>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.)</i></p>	<ul style="list-style-type: none"> Teachers will use accountable talk in order to provide students with the opportunity to practice the use of academic vocabulary and to further their oral language development Students will take part in book talks around fiction and nonfiction text in order to further develop academic vocabulary and oral language
<p>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS</p>	
<p>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<ul style="list-style-type: none"> Professional development provided by coaches and LSO staff Purchase supplemental materials for afterschool programs through title 1 and title 111
<p><i>Include human and fiscal resources with specific reference to scheduled FY'11 PS and/or OTIS budget categories that will support the actions/strategies/ activities described in this action plan.</i></p> <p>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS</p> <p>APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS</p>	<ul style="list-style-type: none"> Per-session pay for planning Teachers will attend any staff development provided by the
<p>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT</p>	
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review, instrument(s) of measure, projected gains</i></p> <p>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)</p>	<ul style="list-style-type: none"> Teachers will use the results of the Mondo Oral Language Assessment to group students according to their oral language needs Students will show an increase in oral language development and written skills from discussing and/or writing about the picture of the day
<p>APPENDIX 7: TITLE I PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS</p>	<ul style="list-style-type: none"> Students will do word study activities in class and for homework in order to practice using these words
<p>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)</p>	
	<ul style="list-style-type: none"> As a result of the use of accountable talk students listening skills will be enhanced which in turn will promote success on the NYS ELA and NYSESLAT exams As a result of this concentration on oral language and academic vocabulary development, fourth grade students will show progress in the NYS Science exams

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

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		2	
1			N/A	N/A	2		1	
2	11		N/A	N/A		1		
3	44	15	N/A	N/A	1			
4	17	7						1
5	19	18						2
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA:</p> <ul style="list-style-type: none"> • During 90 minute block push-in • 37.5 minutes 	<p>The A.I.S. teacher and coaches provide push in/pull out services through small group instruction designed to provide remediation. The AIS program is based on a modification of what the classroom teacher presents. Students are identified through results of the NYS ELA exam, TC running records and ongoing test simulations. The AIS teacher and coaches then pull the students for instruction at their functional level at a time that does not interfere with the 90 minute literacy block. During the 37 ½ minute tutorial– classroom teachers, A.I.S. providers, coaches and paraprofessionals use the following programs to address specific needs: Wilson, Foundations, Reading Rescue, Great Leaps Text Talk and the Harcourt brace vocabulary intervention kit.</p>
<p>Mathematics:</p> <ul style="list-style-type: none"> • Everyday Math (EDM) 	<p>The A.I.S. teachers provide push in/pull out services through small group instruction designed to provide remediation. This service is provided during the Math block. In groups of no more than 8 students, the A.I.S. teacher modifies the curriculum that is being presented by the classroom teacher and uses differentiated materials and strategies to modify the instruction using a hands-on approach.</p>
<p>Science:</p> <ul style="list-style-type: none"> • Harcourt Brace 	<p>Teachers administer a pre test for each unit taught according to the NYS Science Scope and Sequence. The data collected is then entered on a spreadsheet which is utilized in order to create centers and groups based on students’ needs. The Science Cluster Teacher receives pre and post test spreadsheets in order to plan lessons around the needs of particular classes Following a post test, the teachers will again enter the data on a spreadsheet and provide differentiated centers and for re-teaching based on the results. Students also participate in a Science Saturday Academy to provide additional support.</p>
<p>Social Studies:</p> <ul style="list-style-type: none"> • Harcourt Brace 	<p>Teachers administer a pre test for each unit taught according to the NYS Social Studies Scope and Sequence. The data collected is then entered on a spreadsheet which is utilized in order to create centers and groups based on students’ needs. The Social Studies Cluster Teacher receives pre and post test spreadsheets in order to plan lessons around the needs of particular classes Following a post test, the teachers will again enter the data on a spreadsheet and provide differentiated centers and for re-teaching based on the results.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Students experiencing academic difficulty combined with behavior issues and test taking anxiety are identified to the school guidance counselor. The counselor provides the students with small group sessions where they are able to discuss and work through anxiety relating to home and school. The guidance counselor also provides the classroom teachers with strategies on how to address these</p>

	students' needs in the classroom.
At-risk Services Provided by the School Psychologist:	Students experiencing social, emotional and behavioral difficulty are identified to the school psychologist. The psychologist observes the student in the environment that he/she is having difficulty in. This observation is followed by a discussion at the bi-weekly PPT meeting where recommendations are made to the classroom teacher and other service providers.
At-risk Services Provided by the Social Worker:	Students that are experiencing difficulty at home or at school are identified to the school social worker at the bi-weekly PPT meeting or by the Special Education Supervisor. The social worker then conducts informal observations of the child in his or her environment and will also contact the parents to get a social history on the child. This is often followed by a referral for at risk services to be provided by an outside agency.
At-risk Health-related Services:	All students at P.S. 155M are enrolled in the Borinken Health clinic located on school premises which provide to our students regularly scheduled physicals and immunizations. Borinken Health Clinic also has a social worker on hand three days a week and provides counseling to students identified by the administration or their parents.

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-5 **Number of Students to be Served: 155 LEP _____ Non-LEP _____**

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Schedule to be Arranged

Section II. Title III, Part A LEP Program Narrative 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.

P.S. 155 is comprised of approximately 48% ELLs. Of those ELLs, approximately 27% are Advanced level learners, 32% are Intermediate and 15% are Beginners. The remaining 26% of ELLs are newly admitted students. Of the newly admitted students, 78% are Beginners/Intermediates and 12% are advanced. The majority of ELLs receiving language services at the school are deficient in reading and writing.

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

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

Some of our students have an IEP that mandates ESL Services (reason code SE). These students will get small group instruction for a half hour. An ESL specialist who every morning, that will focus on vocabulary development through the use of ESL methodologies for instruction and an interdisciplinary instructional program will also service these students during the 37 1/2 minute tutorial..

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

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.

Section III. Title III Budget

School: P.S.155 BEDS Code: 31000010155

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	6,500.00 5,000.00	Per session for Extended day program for ELL students To pay for substitutes while teachers attend staff development
Purchased services - High quality staff and curriculum development contracts.	8500.00	To pay for Educational Consultant fees READ and parent workshops
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	540.00 3,000.00 3,000.00	Cassettes/ headphones Instructional materials for extended day program Leveled libraries and books on tape
Educational Software (Object Code 199)		
Travel		N/A
Other	500.00	Refreshments for parents
TOTAL	27,040.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

A survey was provided to parents where they indicated whether or not they felt that translation in their native language was needed. Many of the responses indicated that translation in their native language (Spanish) was very much needed. These surveys were then reviewed by the Principal and parent coordinator and kept on file in the Main Office. We also utilize the HLIS forms and ATS data which indicates the home language of the students. We have a growing population of children that speak a Mixtecan dialect at PS 155M however many of their parents speak Spanish and are teaching their children Spanish.

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

Of the parents surveyed one set of parents speak Mandarin and brings an interpreter to meetings. As far as correspondence we translate all school mailings. One set of parents speak Arabic and has brought an interpreter to meetings. The remainder of the parents surveyed speaks either English or Spanish. Since the ESL and bilingual teachers speak both languages no interpreter is needed. Written communications are sent out in both English and Spanish.

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

Part B: Strategies and Activities

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

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

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

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

- 2. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.**
 - a. We have materials in more than one language
 - b. All signs are written in English and Spanish, Mandarin and Arabic
 - c. We have a contact person/department to get text translated
 - d. We have a contact to have translations available for parents
 - e. The school utilizes the phone messenger which translates messages into English and Spanish

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 School wide 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:	397,542.00	43,483.00	441,025.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,979.00	435.00	4,404.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	19,877.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	?	*	

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

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.

APPENDIX 7: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

NCLB requirement for all Title I schools

Part A: 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. It is **strongly recommended** that schools, in consultation with parents, use the sample template below as a framework for the information to be included in their parental involvement policy. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

School Parental Involvement Policy:

PART I. GENERAL EXPECTATIONS

This policy was established jointly by staff and parent members of PS 155 for the PS155 community, receiving funds under Title I, Part A, and sets forth the minimum expectations regarding the activities, strategies and services to be employed and implemented by local schools and supported by the district to ensure that Title I Part A requirements for parent involvement and consultation in support of improved student achievement are met. PS 155 also supports the establishment and maintenance of strong and effective school-home partnerships that foster meaningful relationships between PS 155 and its families.

PS 155 agrees to communicate and implement the following statutory requirements in support of district schools receiving Title I funds:

1. PS 155 will support school-level programs, activities and procedures to encourage involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). These programs, activities and procedures will be planned and operated by schools with meaningful consultation with parents of participating children.
2. Consistent with section 1118, PS 155 will work with its parents and staff to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a School-Parent Compact consistent with section 1118(d) of the ESEA.
3. PS 155 will incorporate this school-wide parental involvement policy into its Comprehensive Educational Plan developed under section 1112 of the ESEA.
4. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, PS 155 will provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
5. If the Comprehensive Educational Plan developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, PS 155 will submit any parent comments with the plan when PS 155 submits the plan to the New York State Department of Education.
6. PS 155 will provide additional guidance to ensure that it involves the parents of children served in Title I, Part A schools in decisions about how the one percent (minimum set-aside) of Title I, Part A funds reserved for parental involvement is spent in support of the activities articulated in the school's Parent Involvement Policy.
7. PS 155 will be guided by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents, guardians, persons in parental relationship and foster parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) that parents, guardians, persons in parental relationship and foster parents play an integral role in assisting their child's learning;
- (B) that parents guardians, persons in parental relationship and foster parents, are encouraged to be actively involved in their child's education at school;
- (C) that parents, guardians, persons in parental relationship and foster parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW PS 155 WILL IMPLEMENT REQUIRED SCHOOL WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. PS 155 will take the following actions to involve parents in the joint development of its school wide parental involvement plan under section 1112 of the ESEA in support of district schools receiving Title I funds:

- a. Assign a dedicated staff member (Parent Coordinator) to act as a liaison to Title I schools and coordinate technical assistance, guidance, and support, as needed, under the direction of the principal and in collaboration with the Office of Family Information and Advocacy to ensure that schools are aware of these requirements;
- b. Ensure (*in collaboration with the Office for Family Information and Advocacy and/or the Borough or District Family Advocate*) that a duly established SLT is formed in compliance with the requirements of Commissioner's Regulation 100.11 and current Chancellor's Regulation A-655 and includes the appropriate representation from parent leadership or their designees;
- c. Ensure (*in collaboration with the Office for Family Information and Advocacy and/or the Borough or District Family Advocate*) that the school has a duly established Parent Association or Parent-Teacher Association by the end of each school year to ensure that parent leadership is in place by July 1st;
- d. Ensure (*in collaboration with the Office for Family Information and Advocacy and/or the Borough or District Family Advocate*) that the school has established a School Leadership Team that includes elected representation of parents that constitute fifty-percent (50%) of the total number of team members. (A minimum of ten members is required as per Chancellor's Regulation A-655).
- e. Ensure (*in collaboration with the Office for Family Information and Advocacy and/or the Borough or District Family Advocate*) that Parent Association or parent members of the Parent-Teacher Association members understand the role of parents elected to serve as their representatives on the PA or PTA Executive Board, Borough and District Presidents' Council, School Leadership Team, and Community and Citywide Education Councils;
- f. Ensure (*in collaboration with the Office for Family Information and Advocacy and/or District Family Advocate*) that PS 155 is represented on the District 4 Presidents' Council in accordance with the current Chancellor's Regulation A-660 and the council's bylaws;
- g. Facilitate the establishment of a Title I Parent Committee or Parent Advisory Council to ensure Title I parent representation (Mr. Brown, parent) from PS 155 and active participation in the development of the Comprehensive Educational Plan (CEP), District 100.11 Plan, and NCLB Addendum, including the PS 155 (PIP). (*Note: While there is no federal requirement to form a District Parent Advisory Council or DPAC, Chancellor's*

Regulation A-655 does allow for representation from the DPAC on the PS 155. In those cases where parents decide that Title I consultation will be facilitated through the District Presidents' Council it is not necessary to form a DPAC).

- h. Ensure that the Title I parent governance structure selected by parents for Title I consultation and planning is in place and receives support and ongoing professional development opportunities to help build their capacity and parent leadership within our schools and district.
 - i. Facilitate the annual review and evaluation of the PIP to determine the effectiveness of the policy and make revisions when necessary to improve the policy and the quality of parental involvement;
 - j. Provide and facilitate multiple opportunities for parents throughout the year to provide input regarding PS 155 at public district meetings (e.g., Parent Association, President's Council, SLT and CEC meetings) or other forums (with translation and interpretation support as needed) in collaboration with the Office for Family Information and Advocacy and/or the Borough or District Family Advocate.
 - k. Provide a Parent Contract where parents sign in commitment of participating in at least 4 Parent Association (PA) meetings and attend at least 2 workshops per year.
2. PS 155, in collaboration with the District Office and Office of Family Information and Advocacy and other offices as appropriate, will ensure that the school is receiving Title I funds take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
- a. Provide timely access to information regarding NCLB requirements, Adequate Yearly Progress (AYP) made by schools, low performing schools, school choice, supplemental educational services, teacher qualifications, and other critical information related to Title I programs and school improvement initiatives to local leadership structures that represent parents and families such as: PS 155s Parent Association, SLT, Community and Citywide Education Councils, Borough and District Presidents' Councils, and Title I District Parent Advisory Councils (if applicable) at regularly scheduled public meetings, and through the school or district website (if applicable).
 - b. Inform parents of the process describing how and why schools are identified for school improvement interventions;
 - c. Provide parents of children attending PS 155 with the following information in a timely manner:
 - 1) an explanation of what the identification means, and how the school compares in terms of academic achievement to the other elementary, intermediate or secondary schools served by the LEA and the State educational agency involved;
 - 2) the reasons for the identification;
 - 3) an explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement;
 - 4) an explanation of the parents' option to transfer their child to another public school, including the provision of transportation to the new school, and information on the academic achievement of the school or schools to which the child may transfer.
 - 5) a notice explaining how parents can obtain supplemental education services (SES) for their children if the school is in improvement status, The notice will include:
 - a) the identity of approved SES providers of those services available within the district;
 - b) a brief description of the services, qualification, and demonstrated effectiveness of the providers; and
 - c) if requested, assistance in choosing a provider.

- d. Publish and disseminate to parents and to the public, information regarding any actions taken by PS 155 to address the problems that led to the identification of the school for improvement including:
 - 1) an explanation of what the school is doing to address the problem of low achievement; and
 - 2) a description of corrective action or restructuring plans.
 - e. Provide parents with information on the professional qualifications of teachers and paraprofessionals.
3. PS 155 will with the assistance of the *Office for Family Information and Advocacy and/or Borough or District Family Advocate* provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance in support of the school receiving Title I funds by taking the following actions:
- a. *Collaborate with for Office for Family Information and Advocacy and/or Borough or District Family Advocate* to provide professional development opportunities for administrators, staff and parents in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build partnerships between parents and the school;
 - b. Collaborate with the for *Office for Family Information and Advocacy and/or Borough or District Family Advocate* to provide professional development opportunities for Title I parents and families in how to work with educators to improve student achievement and school quality;
 - c. Seek assistance from the *Office for Family Information and Advocacy and/or Borough or District Family Advocate* to ensure that one of the following options (if applicable), in addition to the Parent Association or Parent Teacher Association⁴ for Title I Governance Structure (e.g., subcommittee of the Parent Association, parent subcommittee of the Parent-Teacher Association, Parent Advisory Council) is formed in each district school receiving Title I funding;
 - d. Ensure that school and parent leaders have access to resources and guidance which will allow them to become more knowledgeable about the provisions of Title I and NCLB legislation through support, materials and training;
 - e. Collect, review, and maintain on file (*in collaboration with the Office for Family Information and Advocacy and/or Borough or District Family Advocate*) copies of parent involvement policies and School-Parent Compacts.
 - f. Collaborate with the *Office for Family Information and Advocacy and/or Borough or District Family Advocate* to ensure that PS 155 as a Title I school conducts the required Title I Parent Annual meeting each fall and shares information with parents about the school's Title I status and program, their right to be involved, and the requirements under Title I, Part A;
 - g. Communicate with the school community to ensure that the information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand using the school's Translation and Interpretation allocation.
4. PS 155 will encourage its schools community *with early childhood grades* (Pre-Kindergarten through Second Grade) to coordinate and integrate parental involvement strategies under programs such as: Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs, with other parent involvement programs by:
- a. Partnering with Early Childhood staff at the central borough and school level to plan and facilitate meetings and other activities for parents and families;

- b. Collaborating with Pre-K Borough Director, Pre-K Borough Instructional Manager, Pre-K Family Worker and **Pre-K Social Worker** to conduct extensive outreach to parents and families providing salient Pre-K information regarding enrollment, program standards, comprehensive services, school-age programs and other specific supports as requested by the parent or family;
- c. Facilitating home-school connections;
- d. Working with classroom staff/teacher to engage parents and build their capacity to support their children's education;
- e. Facilitating activities that will raise the literacy level of families in partnership with internal and external partners (e.g., Community Based Organizations) that provide GED and ESL classes and other related services);
- f. Coordinating transition activities *at two levels: a) home to pre-school and b) pre-school to school age* (e.g., workshops, fairs, conferences) (utilizing combined school-level resources with district Title I schools, Pre-K/Head Start program and community partners) to build relationships and capacity and create a seamless transition for children and their families;
- g. Facilitating the sharing of student information with parents including (e.g., results of initial screening and ongoing progress/monitoring);
- h. Providing materials for parents to support their children's education;
- i. Facilitating the translation of materials and other resources in the dominant languages spoken by parents;
- j. Encouraging and supporting parents in full participation in the education of their children by (monitoring attendance, homework completion, and positive use of extra-curricular time); and
- k. Providing for the health and well-being of their children including, but not limited to discipline, nutrition, and hygiene.

5. PS 155 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A. **The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).** The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies and:

- a. Provide, to the extent feasible, full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school and district reports in a format and, to the extent practicable, in a language the parents can understand:
- b. Offer flexible meeting times for parents, such as meetings in the mornings, **or evenings** to accommodate parent schedules:
- c. Present the PIP annually in a format and, to the extent practicable, in a language the parents can understand during regularly scheduled PS 155 meetings; Involve parents, in an organized, ongoing, and timely way in the opportunity to review and respond in writing to the Parent Involvement Policy evaluating its content and effectiveness; and
- d. Survey for Parents

- e. Use the findings of the evaluation of the parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary, with the involvement of parents, its parental involvement policies. The PS 155 PIP must be reviewed yearly by the SLT in consultation with the parent community and Parents Association. This review is to ensure that this FEP is effective in increasing and maintaining family engagement and will focus on improving the academic quality of all children attending PS 155. The SLT will measure how PS 155 implements the FEP via interviews with parent leadership of SLT and PA. The assessment must include a review of the participating parents designated hard to reach, and the performance of Parent Coordinator and Office of Family Information and Advocacy personnel. Through assessments the SLT will evaluate existing family engagement strategies, identify barriers to parental participation in activities that promote family engagement and develop new strategies as necessary and revise, if necessary, this policy statement so that it remain a viable statement of effective family engagement in our goal to forge family - school partnerships.

Some of these partnerships will include but are not limited to:

- Learning Leaders Parent Volunteer Training
- NYCDOE Adult and Continuing Education Program
- Community District Education Council
- District President's Council
- PerScholas (Digital Families; Comp2Kids)
- On-site and off-site CBOs which have partnerships with PS 155

6. PS 155 will collaborate with the *Office for Family Information and Advocacy and/or Borough or District Family Advocate* to help PS 155 build capacity for creating effective parental involvement models, and support the partnership among the schools involved parents, and the community to improve student academic achievement by taking the following actions:

- a. Provide assistance to parents in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local assessments, the requirements of Title I, Part A and how to monitor a child's progress and work with educators to improve the achievement of their children by providing school wide and neighborhood clustered Family Workshops; school based and neighborhood Family Workshops with the Parent Coordinator, District, borough and central staff.
- b. Provide publications, materials (e.g., DOE Discipline Code, Special Programs and Services, etc.) and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
- c. Provide training for parents and parent leaders of the PS 155 Parent Associations in collaboration with the *Office for Family Information and Advocacy and/or Borough or District Family Advocate*;
- d. Disseminate timely information about conferences, workshops and symposiums to parents;
- e. Provide such other reasonable support for parental involvement activities under this section as parents may request.
- f. Compact

7. PS 155 will, with the assistance of its' school staff (e.g., School based Parent Coordinator) and the *Office for Family Information and Advocacy and/or Borough or District Family Advocate*, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement in support of PS 155 as a school receiving funds under this part, by:

- a. PS 155 recognizes the parent population as consisting mainly of immigrant families who are English Language Learners. Based on district 4 demographic data, our population is comprised of approximately 82% Hispanic and 48% second language families. In an effort to support and address the needs of our districts large non-English speaking immigrant families, district 4 schools will provide information and opportunities for adult ESL and GED classes, job readiness, Parent Job Net. All information will be disseminated in the major languages represented within the district as well as in any other language, as appropriate.
- b. Providing access to space, where feasible, to support parenting and adult education classes (e.g., ESL, GED, job readiness,);
- c. Providing parents with information on school wide training regarding the use of Achievement Reporting and Innovation System (ARIS) to track their children's progress;
- d. Offering information to parents regarding district-wide training for parents regarding the use of ARIS Parent Link and other accountability tools;
- e. Provide opportunities for participation and training in school volunteer programs (Learning Leaders Parent Volunteer Program)

8. PS 155 will educate its teachers, pupil services personnel and other staff, in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents in support of receiving funds under this part, by taking the following actions:

- a. Sharing professional development materials and other resources and guides made available by the Department of Education and New York State Education Department with the school community; and
- b. Showcase best practices demonstrated that build and sustain successful school-family partnerships and relationships.
- c. Ensure that all schools issue each October a School-Family Compact. This written agreement will define the roles and responsibilities of parents, teachers and students in the school and will be developed jointly by the school, teachers and parents. The school's responsibility is to provide high quality curriculum and instruction in a supportive and effective learning environment and to effectively communicate with parents/guardians. The parent/guardian's responsibility is to support their child's learning both in school and at home. The student's responsibility is to work diligently and attend school regularly.

PART III. DISCRETIONARY PS 155 PARENT INVOLVEMENT POLICY COMPONENTS

NOTE: The PS 155 may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds,;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement (i.e.; parent liaisons to the President’s Council and Community Education Council);
- establishing a school wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.
- **Adopt A Family and Parent Contract**

PART IV. ADOPTION

This PIP for PS 155 has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs and as evidenced by district-level meeting notices, attendance sheets, minutes, feedback forms and/or surveys from meetings where the District Parental Involvement Policy was shared and discussed. This evidence will remain on file in the district office and be subject to review and/or audit by city, State or federal officials or their representatives.

This policy was adopted by the parents of PS 155 for PS 155 on __mm/dd/yy__ and will be in effect for the period of _____. The school will distribute this policy to all parents of participating Title I, Part A children in the dominant languages spoken by parents from PS 155 receiving funds under Title I, Part A on or before _____. The final version of this policy will also be included as an attachment to the CEP and NCLB Addendum and be translated in the dominant languages spoken by parents at PS 155.

Principal's Signature) Date

(PA President's Signature) Date

(UFT Chair Signature) Date

SCHOOL-PARENT COMPACT

The **PS 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 school year **2010-2011**

PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The **PS 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:**

The school follows the mandated Everyday Math curriculum and Reading and Writing Workshop. The teachers provide the students with an environment that is conducive to learning as well as risk-free. Through Projects Arts and 21st Century Grant we supplement the curriculum with enrichment activities such as art, music, theatre and museums to promote cultural awareness.

- **hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

Parent-Teacher Conferences will be held in November and March. Dates and times will be announced under separate cover.

- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

1. *English Language Learners Assessment for identified students in the fall and spring of the school year.*
2. *TC Running Records for grades K—5 administered 5 times a year.*
3. *E-PAL Assessment for Grades 2 and 3.*
4. *Acuity for Grades 3-5.*

5. *Quarterly NYS Reading and Math Simulations for grades 3-5*
6. *Monthly Individual Progress Reports for grades K—5.*
7. *Pre- and Post- Unit Assessments for the Everyday Math Program for Grades K—5.*
8. *Benchmark Assessments for the Everyday Math Program for Kindergarten.*
9. *Pre-/Post- Science and Social Studies Assessment.*

- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

Staff members are available to meet and consult with parents during prep or before and/or afterschool by appointment. A parent meeting can be held in the specific teacher’s classroom or in one of the administrative offices if necessary. Parents can write or call for an appointment to meet with staff members, as per the Parent Handbook.

- **provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:**

Parent may choose to volunteer upon completion of Learning Leaders Parent Volunteer training program and/or participate in the classroom or during special events such as assemblies, annual Thanksgiving Feast, annual Reading Gala, Career Day, etc. Parents are encouraged and welcomed to observe classroom activities such as publishing parties, math explorations, etc. Parents are invited to visit classrooms during the Parent Teacher Conference week at any time of day without an appointment.

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:

- *supporting my child's learning by making education a priority in our home by:*
 - *making sure my child is on time and prepared everyday for school;*
 - *monitoring attendance;*
 - *talking with my child daily about his/her school activities;*
 - *scheduling daily homework time;*
 - *providing an environment conducive for study, with proper supplies;*

- *making sure that homework is completed;*
- *monitoring the amount of television my children watch;*
- *assuming the responsibility to inquire about my child's functional level in all subject areas.*
- *volunteering in classroom and in the school, after completing Learning Leaders program;*
- *participating, as appropriate, in decisions relating to my children's education;*
- *promoting positive use of my child's extracurricular time;*
- *participating in school activities on a regular basis;*
- *staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;*
- *reading together with my child every day;*
- *providing my child with a library card;*
- *communicating positive values and character traits, such as respect, hard work and responsibility;*
- *respecting the cultural differences of others;*
- *helping my child accept consequences for negative behavior;*
- *being aware of and following the rules and regulations of the school and district;*
- *supporting the school's discipline policy;*
- *express high expectations and offer praise and encouragement for achievement;*
- *pledge to attend and participate in a minimum of four (4) Parent Association General Membership meetings a year;*
- *adhere to the school uniform policy.*

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

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

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning- pens, pencils, books, etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *follow the school's dress code;*
- *ask for help when we don't understand;*

- *do our homework every day and ask for help when we need to;*
- *study for tests and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

PS 155 will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
- 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 parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- upon 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 to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics; and
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

To help build and develop a partnership with parents to help their children achieve the high academic standards of the State, PS 155 will:

- recommend to the local educational agency (**LEA**), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams;
- notify parents of the school’s participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information;
- work with the LEA in addressing problems, if any, in implementing parental involvement activities in *Section 1118- Parental Involvement* of Title I, Part A.
- work with the 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 I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

SIGNATURES

School Staff-Print Name	Signature	Date
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Lillian Raimundi-Ortiz, Principal		/ /11
, UFT Chapter Leader		
Giles Smith, PA President		

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

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: _____ **N/A** _____ **SURR¹ Phase/Group (If applicable):** _____ **N/A**

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.
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.

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.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____ N/A

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

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
N/A	N/A	N/A

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Wanda

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year)

Wanda

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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. 155 William Paca					
District:	4	DBN:	04M155	School		310400010155

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		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	26	32	36		93.8	94.0	94.4
Kindergarten	65	66	53				
Grade 1	69	69	64	Student Stability - % of Enrollment:			
Grade 2	51	67	60	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	64	51	68		93.7	91.1	91.0
Grade 4	61	52	45				
Grade 5	70	59	54	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		97.7	97.5	97.5
Grade 8	0	0	0				
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		8	12	14
Grade 12	0	0	0				
Ungraded	0	6	6	Recent Immigrants - Total Number:			
Total	406	402	386	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					28	10	4

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	31	32	39	Principal Suspensions	5	8	6
# in Collaborative Team Teaching (CTT) Classes	26	20	22	Superintendent Suspensions	1	10	4
Number all others	37	32	26				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	133	120	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	133	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	47	50	TBD
# ELLs with IEPs	7	40	TBD
Number of Teachers			
	41	42	39
Number of Administrators and Other Professionals			
	11	11	6
Number of Educational Paraprofessionals			
	4	3	11

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

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
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	97.6	81.0	79.5
				% more than 5 years teaching anywhere	73.2	69.0	76.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	95.0	90.0	87.2
American Indian or Alaska Native	0.0	0.2	0.0	% core classes taught by "highly qualified" teachers	88.6	69.1	92.7
Black or African American	17.2	14.9	16.3				
Hispanic or Latino	79.6	82.1	81.1				
Asian or Native Hawaiian/Other Pacific	1.2	0.7	0.3				
White	2.0	2.0	0.8				
Male	53.9	56.0	54.9				
Female	46.1	44.0	45.1				

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		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	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	-	-	-				
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	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					P
Overall Score:	40.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					P
School Environment:	8.8	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	5	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	24.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.3						

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

**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 607	District 04	School Number 155	School Name William Paca School
Principal Lillian Raimundi-Ortiz		Assistant Principal	
Coach Marilyn Gonzalez		Coach Desiree Easton	
Teacher/Subject Area David Post, Science		Guidance Counselor Jane Nunez	
Teacher/Subject Area		Parent Elijah Giles Smith	
Teacher/Subject Area		Parent Coordinator Henry Masso	
Related Service Provider Veronica Villanueva, ESL		Other	
Network Leader		Other	

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	1	Number of Certified Bilingual Teachers	7	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	387	Total Number of ELLs	155	ELLs as Share of Total Student Population (%)	40.05%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of 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).
- 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.

1. Initial Identification Process

When students are initially enrolled in the New York State educational system, parents are asked to respond to the Home Language Survey at registration. The HLIS interview is performed by teaching staff at registration and reviewed by the licensed ESL Teacher, Ms. Villanueva, at registration before signature. The teaching staff at registration include AIS, Ms. Jimenez, SETTS, Ms. Ramirez and Ms. Gill, and Speech teacher, Ms. Malave. Students are informally interviewed by Ms. Villanueva the ESL teacher at registration to gauge their English proficiency. Parents' responses to survey questions regarding the languages spoken at home determines whether students need to be tested for English proficiency. If there are any questions regarding the HLIS interview, Ms. Villanueva speaks to the parents involved at registration in either English or Spanish, as necessary. Once those students who are eligible for testing are identified, the ESL Teacher administers the Language Assessment Battery – Revised or LAB-R to determine their level of English proficiency within ten days of initial enrollment. The ESL teacher, Ms. Villanueva, also administers the Spanish LAB to those students eligible to take the exam. Ms. Villanueva speaks both Spanish and English and administers the exams in the appropriate language, as necessary.

At the end of the school year, ELLs are administered the NYSESLAT exam. Those students who are in Dual Language or Bilingual classes have the exams administered by their classroom teachers. Students in the ESL program are administered their exam by the ESL teacher.

2. Program Choice

Within ten days of students' enrollment an orientation is provided for all parents of English Language Learners by Ms. Villanueva, the ESL teacher. Additional orientations are provided in October, November and June. During the orientations, parents view a video on the various types of bilingual programs that are available at the DOE. After viewing the video, the Principal, Ms. Ortiz, and the ESL teacher, Ms. Villanueva, answer any questions the parents may have concerning such services. Since the Principal and ESL Teacher speak both Spanish and English, they may answer questions in Spanish or English, as necessary. The parents are informed of the programs that are available at the school and their right to transfer their child to another school if the program they are interested in is not available.

Parents are also provided with workshops on NYSESLAT and LAB-R assessments during the year and are invited to visit classrooms where bilingual or ESL classes are taking place.

Also within the first ten days of student enrollment, parents are asked to complete the required program election forms that will indicate whether or not they would like to have their child placed in a bilingual program. They will have the option of selecting from a dual language, transitional or freestanding ESL program. The program election forms are sent home with the students and they are also made available during the orientation meetings. If parents do not come to the orientation meeting, the ESL Teacher calls them at home and requests their presence at the next meeting.

3. Entitlement Letters

Every spring, students who have been identified as ELLs are administered the New York State English as a Second Language Achievement Test or NYSESLAT to determine their level of proficiency in the English language. Once the school receives the NYSESLAT scores in the fall of the next academic year, parents are sent entitlement letters informing them of whether their child is still entitled to language services or has tested out of the program.

Entitlement letters are also sent out to parents of students who have been administered the LAB-R as soon as the LAB-R has been scored. The entitlement letter is usually accompanied by an invitation to the parent to attend an information session where the orientation video will be played (please see response to question 1, above).

4. Placement of ELLs

Most parents have opted to place their children in Transitional Bilingual education programs. The program election forms are reviewed by the principal, ESL and bilingual teachers before assigning students to a specific bilingual, dual language or ESL program. These forms are kept on file by the ESL Teacher. A notice is also sent to parents who were unable to attend with information on future orientations and meetings. Through the Phone Messenger, the parent coordinator contacts parents of ELLs to make them aware of upcoming workshops and meetings that will be taking place at the school site. The ESL Teacher also telephones any parents who have missed orientation sessions to encourage them to attend the next session (usually offered within a week of the first session).

5. Trends in Program Choices

Most parents have opted to place their children in Transitional Bilingual education programs although the trend with entering Kindergarten students is to opt for the school's Dual Language program. Generally, their reasoning, when questioned, is that they want their children to learn English but not to forget their native language.

6. Program Model Alignment

The programs offered at the school are generally 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	1	1	1	1								4
Dual Language <small>(50%:50%)</small>	1	1	0	0	0	1								3
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	1	2	2	2	1	1								9
Total	2	3	3	3	2	3	0	0	0	0	0	0	0	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	155	Newcomers (ELLs receiving service 0-3 years)	123	Special Education	30
SIFE	0	ELLs receiving service 4-6 years	32	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	57	0	3	23	0	5	0	0	0	80
Dual Language	35	0	3	0	0	0	0	0	0	35
ESL	34	0	13	6	0	2	0	0	0	40
Total	126	0	19	29	0	7	0	0	0	155

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

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	24	13	16	15	15	18								101
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	24	13	16	15	15	18	0	101						

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish	19	6	16	7															35	13
Chinese																			0	0
Russian																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	19	6	16	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	35	13

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
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): 8 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):
 African-American: Asian: Hispanic/Latino: 8
 Native American: White (Non-Hispanic/Latino): Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	9	9	6	5	2								36
Chinese			1											1
Russian														0
Bengali														0
Urdu														0
Arabic					1									1
Haitian														0
French				1										1
Korean														0
Punjabi														0
Polish														0
Albanian														0

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
Other		1												1
TOTAL	5	10	10	7	6	2	0	40						

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.

1. Delivery of Instruction.

a. Organizational Models

The school has several different organizational models depending on the program. Generally, each Dual Language and Transitional Bilingual Education is self contained. The model is different for ESL students. Kindergarten and First Grade students stay in their classroom while the ESL teacher pushes in and Second through Fifth grade ESL students are pulled out into heterogeneous groups by Grade.

b. Program Models

The Dual Language and Transitional Bilingual Education classes are blocked. The classes work as a group so that heterogeneous groups of mixed proficiency ELLs work together. The ESL students are not blocked since Second through Fifth grade students are pulled out, however, groups are heterogeneous except for the Second through Fifth Grade Advanced students that divided into groups by grades: Second and Third Grade Advanced students are taught together. Fourth and Fifth Grade Advanced students are taught together.

2. Mandated Instructional Minutes

Dual Language Program: In the Dual Language program instruction follows the mandated hours for English instruction in such programs with 50% of instruction in English and 50% in Spanish. Dual Language instruction is provided in two languages, English and Spanish, each of which is taught every day. English is taught during the first half of the day using ESL methods and strategies while Spanish is taught during the second half of the day. Since the first three periods of the day are always taught in English (150 minutes per day), all ELLs receive the mandated number of instructional minutes of English (ranging from 90 to 360 minutes per week). They receive 100 minutes of ELA instruction daily. In addition, Dual Language students receive 160 minutes of Native Language instruction daily. The Dual Language classes are self-contained. Students remain with the same teacher but the instructional language is switched halfway through the day. Teachers

review the pertinent vocabulary in the day's language at the beginning of the lesson so that instruction may continue uninterrupted. In this manner, students gain proficiency and academic language in both languages. This follows the State's high expectations and standards for all student participants. It encourages the development of language and academic skills in the second language while increasing the mastery of these in the first language.

Transitional Bilingual Program: The Transitional Bilingual program follows the mandated hours for English instruction in such programs. In the lower grades, such as Kindergarten and First grade, instruction begins 100% in the native language and gradually progresses to more instruction in English so that by the end of the year instruction is 75% Spanish and 25% English. Like in the Dual Language program all English classes are taught using ESL methods and strategies. However, we no longer have the TBE program in Kindergarten as we are phasing in the Dual Language program.

The first and second grade TBE classes receive 120 minutes of English instruction per day, using ESL methods and strategies. They receive -- minutes of ELA instruction daily and 190 minutes of Native Language instruction per day.

The third grade class receives 150 minutes of English per day using ESL methods and strategies. Of those 150 minutes, 120 minutes daily are ELA instruction. In addition, they receive 160 minutes of Native Language instruction per day.

The fourth grade class receives 200 minutes of English instruction per day. 120 minutes of that instruction is ELA. They receive 60 minutes of Native Language instruction per day. The fifth grade class receives 250 minutes of English instruction per day. 120 minutes of that instruction is ELA. As a result, all ELLs in the TBE program receive the mandated ESL minutes ranging from 90 to 360 minutes per week depending on the students' level of need.

ESL Program: Students in the ESL program receive the mandated number of hours of service per week: Beginner and Intermediate students receive 360 minutes and Advanced students receive 180 minutes per week. Native language support is provided where needed, particularly with newcomers, but all efforts are made to provide the majority of instruction in English using TPR, modeling, play-acting and other ESL strategies to increase students' comprehension and English vocabulary. They receive the same number of minutes of ELA instruction as their other classmates in the monolingual program. Students in the ESL program only receive Native Language instruction as necessary for their comprehension of English.

3. Content Area Instruction

Grades K through 5 use the Balanced Literacy program in English in order to further develop their English comprehension and vocabulary.

In Kindergarten through Second grade, Science, Social Studies and Math are taught in Spanish so that students with a developing English vocabulary are not delayed while they are still learning English. However, see section 4 for targeted intervention programs.

4. Differentiated Instruction for ELL Subgroups

a. SIFE students: The school currently has no SIFE students.

b. Newcomer ELLs: Classroom lessons are always differentiated for ELLs, however, Newcomer ELLs receive more support by the use of TPR, illustrated word walls, play-acting and role-playing and activities that utilize all of the students' senses to engage them in the lessons. They are also invited to Saturday Academy and Summer School classes which are both specifically designed to assist in English language acquisition. Most of those classes are taught via the Science and Social Studies curriculum. Summer classes use thematic, holistic and active learning strategies to aid English language acquisition through the content areas. ELLs who have been in the program 4-6 years receive further assistance as needed.

c. ELLs Receiving Services from 4 to 6 Years: ELLs receiving service from 4 to 6 years are provided additional assistance. They participate in the Extended Day program from Monday to Thursday. Depending on their needs, they might receive Wilson reading assistance two days a week and Everyday Math part II assistance two days a week for 37½ minutes. They might also receive additional ESL assistance, even if they are in a bilingual program. They are also encouraged to participate in the after school programs that provide assistance in Math and Reading. They also receive test preparation assistance during Saturday Academy. Saturday Academy provides one and a half hours of instruction in Mathematics and one and a half hours in Reading.

d. Long Term ELLs: The school currently has no long term ELLs.

e. ELLs with Special Needs: ELLs who are in need of further assistance are provided with Academic Intervention Services and grouped according to their needs in addition to their mandated minutes of ESL services. ELLs who are two years below level and are in a testing grade receive SETTs at-risk assistance in that subject. For example, those students who need special assistance with Social Studies vocabulary receive additional assistance through AIS.

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?

5. Targeted Intervention Programs in Content Area Subjects

The subject of this year's Inquiry Team work is providing ELLs with further assistance with academic vocabulary and comprehension in Social Studies and Science. While teachers instruct students on academic vocabulary in the classroom, the Inquiry Team is looking into what teaching methods best suit our population in learning academic language.

ELA:

P.S. 155 will follow a Comprehensive Approach to Balanced Literacy. The teachers are provided with Units of Study, which is a supplemental reading and writing planner that guides teachers into teaching reading and writing. In addition to the Units of Study, teachers in grades K-2 will use Harcourt Brace Trophies Literacy program, which is a systematic researched based program to build the foundation in phonemic awareness and phonics. A word study program is implemented for grades four and five in order to assist students to learn where words are derived from, how to use them, and how to use them in context. Grades three to five will also have Month by Month phonics as a supplemental word study program. This year, with the new Core Curriculum Standards, there will be a focus on oral language and the development of academic vocabulary throughout the grades.

Science:

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

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

Math:

At P.S. 155, we use the Everyday Mathematics program. It is a comprehensive Pre-Kindergarten through sixth grade mathematics curriculum. This program substantially raises expectations regarding the amount and range of mathematics children can learn and provides teachers

with the materials necessary to enable the students to meet these higher expectations.

During the 2008-2009 school year, the 3rd edition of Everyday Mathematics was launched at P.S. 155 and throughout many New York City Public Schools. There were two components added to the program, the Differentiated Handbook and the Assessment Handbook. Teachers at P.S. 155 administer the Pre and Post Unit Tests. Based on student's performance on these tests, teachers group students according to the skills that must be reinforced or enriched. This allows for differentiated instruction to take place through lessons, games or center activities. This method of collecting and analyzing data will continue during the 2010-2011 school year. However, this year in order to acquire mid-unit feedback, we have decided to add interim assessments.

Teachers in Pre-Kindergarten to 5th grade will continue to provide strategies that apply to Content Strands, which are Number and Numeration, Operations and Computation, Data and Chance, Measurement and Reference Frames, Geometry, and Patterns, Functions, and Algebra. Professional development was provided to teachers to assist them in the use of the differentiated and assessment handbook to drive instruction in their classrooms. Additionally, in order to help our students understand and make sense of the mathematics being taught; professional development will also be provided to new staff members on how to incorporate mathematics literature-based materials into the Math block. Teachers analyze mathematics data (summative and formative assessments) to allow for planning differentiated instruction and goal setting for individual students. This year students will be encouraged to process-write in their journals. This will allow teachers to monitor student problem solving abilities.

6. Continued Transitional Support for Former ELLs (2 years)

Former ELLs receive additional time when taking exams but are also monitored throughout the year by their classroom teachers so that additional assistance can be provided if the need arises.

7. New Programs

This year we are expanding our Dual Language program to include First Grade beginning with Kindergarten, as discussed above. The Dual Language program is only being offered in Kindergarten and First Grade. We plan to expand the program to Second grade next year and add classes in other years, but we want to ensure that our program is implemented meticulously and that we have the right materials. For this reason we chose to only have the program in Kindergarten and First Grade this year.

We are relaunching an Accelerated Reading program. This program monitors student reading progress through a computer program that tests student comprehension and uses the Fountas & Pinnell leveling system. It allows teachers to review student progress on a daily basis and allows them to plan for differentiated instruction.

We purchased and are using a new ESL textbook (Santillana) that focuses on academic vocabulary in all content areas but with focus on Science and Social Studies. This textbook is being utilized in all TBE and Dual Language classes.

8. Discontinued Programs

We did not discontinue any programs this year.

9. Equal Access and Supplemental Services

All programs that are in place at PS 155 are available to all students, either Title I, ELLs or Temporary Housing students. After school, extended day and Saturday Academy are all available to ELLs. Special Parent/Child workshops are given to promote family literacy with a focus on ELLs. ELLs have access to all specialists. All materials prepared to invite students and parents to participate in programs are provided in both English and Spanish (the dominant second language in the school). Not only are the invitations in both languages but all events at the school are conducted in both English and Spanish so that ELL students and parents can participate fully. Parent workshops and meetings are also conducted in both languages. Parent/Teacher conferences are also conducted in the parent's native language is requested.

10. Instructional Materials

Instructional materials used to support ELLs are as follows:

- Rewards program used as an ESL intervention
- Pair Up! and Quick Read books and materials to improve Fluency
- Text Talk to improve comprehension and vocabulary
- Mondo program to improve vocabulary and expressive skills
- Reading Rescue which is a one-to-one tutorial which addresses the needs of students to develop phonics and decoding skills. This program focuses on ELLs.
- Students have listening centers in their classrooms with many books on tape that they can listen to.
- Teachers are asked to use visual aids throughout the day as they are teaching.
- Our highly qualified bilingual staff uses TPR when they are teaching along with visual aids.
- Students preparing to take NYS exams that are available in translated forms are trained to use the Glossary to assist them and to use the English and Spanish tests side-by-side to assist them with test taking
- Teachers have been trained in the use of differentiated instruction and in how to "chunk" material for instruction.
- Teachers use poetry, nursery rhymes, chants and the Mondo oral language development program to further develop oral language throughout the student population.
- Harcourt Brace science materials are used in both Spanish and English.

- Harcourt Brace reading materials have an intervention portion for ELLs that is used to support ELLs that also comes in Spanish and used in the Native Language as necessary.

11. Language Support

In the Dual Language classes Native Language support is delivered through the content areas. Students are living 50% of the day in Spanish and 50% in English. The classrooms have libraries in both languages.

In the TBE program, depending on the grade, Native language is delivered at different percentages. In 4th and 5th grade Native Language is provided 25% of the time and 75% in English. Teachers also have libraries in English and Spanish. The Spanish libraries included leveled books in the content areas as an extra support for students to use as a reference when working independently.

In the ESL program, the teacher provides minimal native language support for Spanish-speaking students since the goal is for students to speak only English in class. Since the ESL teacher is not fluent in either Arabic or Mandarin, no oral native language support is provided to those students although support with written language is provided as needed.

12. ELL ages and grade levels

Through the data collected from HLIS forms, NYSESLAT and LAB test scores, TC running records, test simulations, conferencing with students and parental input, materials are purchased according to students' needs at each grade level.

13. Newly enrolled ELL Assistance

- The school holds a Meet the Principal night in August, a week or two before school begins. This meeting is done in the parents' native language.
- Meet the New Faces: Takes place in the first two weeks of school. Students get to know the building and staff through activities and games.
- Meet the Teacher Evening and Afternoon: During the second week of September parents can meet the teachers and learn about the curriculum. They are also given a Parent Handbook which is translated into their native language. This handbook contains information about the school's rules and daily procedures.

14. Language Electives Offered to ELLs

PS 155 does not offer language electives.

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)?

In the Dual Language program instruction is provided in two languages, English and Spanish, each of which is taught every day. The Dual Language class is self-contained. EP and ELL students are integrated during the entire school day. Students remain with the same teacher but instructional language is switched during the day. Classes are taught in English in the morning and in Spanish in the afternoon. The teacher reviews the pertinent vocabulary in the lesson's language at the beginning of the lesson so that instruction may continue uninterrupted. In this manner, students gain proficiency and academic language in both languages. This follows the State's high expectations and standards for all student participants. It encourages the development of language and academic skills in the second language while increasing the mastery of these in the first language.

Literacy and writing are always taught in English. This is due to the fact that students must take State exams by Third Grade.

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.

1. Professional Development Plan

September 1-3, 2010	Teachers invited to work on their rooms
September 7, 2010	Teachers / Staff return to work - 1 hour with Ms. Ortiz (brown folder)
September 24, 2010	Test Coordinator Workshop

September 29, 2010	Accelerated Reader Coordinator Workshop
October 6, 2010	Accelerated Reader Workshop – Bilingual Teachers – “English in a Flash”
October 8, 2010	Fluency Training – Great Leaps – 37.5 minute Extended Day program
October 13, 2010	Accelerated Reader Workshop – Refresher for Teachers Middle School Workshop
October 15, 2010	Data Specialist Workshop
October 20, 2010	Math workshop presented by Terri from LSO (all grades) – Pacing, Standards
November 2, 2010	Professional Development Day – Common Core Standards, ECLAS2, Scoring of ELA & Math “Introduction to Mentoring for Cluster 6 Schools”
November 12, 2010	Math workshop presented by Terri from LSO (all grades) – Exemplars
November 15 & 17, 2010	MONDO Oral Development Program – Classroom demonstration of program and shared reading by Lucille
November 18, 2010	Smartboard Training outside of building for several teachers to turnkey
November 22 & 30, 2010	Reading Rescue Training presented by Ms. Jimenez – Paraprofessionals – 37.5 minute Extended Day program
December 2, 2010	Half-Day “Imagine Learning” workshop (ELL’s)
December 8, 2010	Uptown Software Training for all grades
December 9, 2010	MONDO Oral Development Program – Guided Reading demonstration by Lucille Half-Day Gifted & Talented Test Coordinator’s Training
December 10, 2010	Math workshop presented by Terri from LSO for all grades – Differentiated Lesson Planning
December 13, 2010	In-house Smartboard Training
December 15, 2010	Uptown Software Training for all grades
December 16, 2010	Bilingual Department Staff Development – Commonalities, Rigor, Quality Review
December 17, 2010	Math workshop presented by Terri from LSO (all grades) – Differentiated Lesson Planning
January 4, 2011	Core Curriculum Standards (all grades)
January 7, 2011	Tracking & Evidence of Pupil Growth (all grades)
Week of 1/10/2011	Promotion in Doubt – Grade Meetings
January 10, 2011	Differentiated Planning, Instruction, Process, & Product
January 12, 2011	Rubrics
January 14, 2011	Portfolios
January 28, 2011	Math workshop presented by Terri from LSO (all grades)
January / February, 2011	“Accordion Paragraph” presented by Ms. Hendrick
February 2, 2011	SESI – Staff Conference
February, 2011	Digital Data Workshop presented by Heather Morabito from LSO
February, 2011	Santillana – “Spotlight” – Bilingual Teachers
February, 2011	Uptown Software Training for all grades
February, 2011	In-house Smartboard Training
February, 2011	Social Skills for Adults
February, 2011	MONDO Oral Development Program by Lucille
March, 2011	Testing Administration Guide – Grades 3, 4, 5

The following Professional Development sessions are differentiated according to teacher needs and request:

January 4, 2011	Physical Condition & Housekeeping of Room
January 6, 2011	Classroom Management Resourcefulness and Initiative
January 10, 2011	Differentiation & Effective Use of Appropriate Methods / Techniques
February 1, 2011	Planning and Preparation of Week

2. Transitional Support from Elementary to Middle School to High School

Both parents and students are provided with assistance throughout the year in applying to Middle School as well as workshops and meetings to discuss the application process, student expectations in Middle School and other information that will make the transition to Middle School as seamless as possible.

In addition, during the school year Fifth grade teachers discuss changes in school routine and expectations students can anticipate when moving on to middle school. The Middle School Coordinator provides the students with all the necessary information for application to middle school and organizes middle school visits and orientation sessions.

3. José P.

All teachers at the school have been trained in the Mondo program, a program designed specifically for ELLs’ oral language development. By the end of the year all teachers will have received approximately 18 hours of training on using the Mondo program.

In addition, since 40% of our students are ELLs and the majority of our students speak other languages at home, all of our teacher training includes information on using the different techniques and programs with ELLs.

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?

1. Parent Involvement Plan

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

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

2. School Partnership

Community-based organizations provide parental support by funding and sometimes staffing several different programs:

- Learning Leaders – A parent volunteer program
- EPIC Workshops provided by 21st Century
- Boriken Health Center on premises which provides physicals, prescriptions and counseling services
- READ program workshops
- Target Family Literacy workshops

3. Parent Needs Evaluation

The school's Parent Coordinator will survey the school's parents to determine their needs and desires during the November Parent/Teacher conference. Last year parents were most interested in receiving ESL, GED and computer instruction followed by workshops relating to health and arts and crafts. The school has implemented these programs and workshops and they were well attended.

In addition, parents will be surveyed on their interest in receiving translated materials, their willingness to volunteer or participate in school activities and their favored days and hours for workshops and meetings. The majority of parents who attended Open School night last year responded to the survey.

At this time, the Department of Education has informed us that 68% parents have responded to the school's Learning Survey. The parents gave the school the highest rating was given on Engagement. 93% of parents were satisfied with the education their students were receiving

at the school, the level of communication with faculty and administration and the opportunities they had to be involved in their child's education. 88% of the parents were satisfied with the school's expectations for their child.

4. Address of Parents' Needs

The school's parental involvement activities directly address the needs that the parents have expressed in their responses to the Parent Survey.

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)	8	21	8	2	2	3								44
Intermediate(I)	5	15	7	16	10	6								59
Advanced (A)	11	2	12	5	10	12								52
Total	24	38	27	23	22	21	0	0	0	0	0	0	0	155

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		1	0	0	0	1							
	I		14	3	0	4	0							
	A		14	20	13	8	15							
	P		9	3	9	9	4							
READING/ WRITING	B		21	7	1	1	2							
	I		15	7	16	10	6							
	A		2	7	5	10	12							
	P		0	3	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	5	2	2	16
4	9	8	1	0	18
5					0
6					0
7					0
8					0
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	0	1	0	11	0	5	0	3	20
4	7	0	4	4	2	2	0	0	19
5									0
6									0
7									0
8									0
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									0
8									0
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	8	0	13	0	3	0	0	0	24
8									0
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. Assessment Tools

The school utilizes several methods to assess its students. We use TCRWP for students for all grades. We also use ECLAS-2 for grades K to 3. We use El Sol for K to 3.

The results of the ECLAS-2 and El Sol provide information as to the students' phonemic awareness and decoding skills. TC provides information in regards to the students' fluency and comprehension skills. The results are charted and students are grouped accordingly. The results are also used to determine student groups for 37 ½ minutes.

found Second Language students do well until they reach a level J in reading (2nd Grade). Once the text becomes more complicated their progress from level to level stagnates. We have found that by introducing vocabulary with visual aids or hands-on experiences the students begin to move more quickly. The main reason that we see for this is that students stop reading in Spanish around Grade Two although we try to maintain their Native Language, thus, there is no transfer of the knowledge they have learned in English. Once they stop reading in Spanish at a more sophisticated level their progress in English stops due to the fact that much of the vocabulary they are learning is academic in nature and they have no reference point in Spanish.

3. How do Patterns Affect Instructional Decisions?

The school has been focusing on improving students' academic language for the past two years. Classroom teachers and the ESL teacher have been focusing on modeling and scaffolding better writing skills. For students who are lagging behind in Reading and Writing, Academic Intervention Services (AIS) is provided in Reading, Mathematics, Science and Social Studies. AIS teachers push in and work either individually or in small groups using intervention strategies to improve students' academic proficiency. Students considered at risk for more than one year also receive at risk services by SETTS teachers as recommended by the AIT/PPT Team. Transitional support is also provided through ESL enrichment classes and ESL tutorial support during the day and the 37½ minute extended day program for two years for ELLs reaching NYSESLAT proficiency.

4. See answers to question 2, above.

a. Examine student results: Those ELLs that come to us with schooling in their native language do far better when they take tests in their native language. Those ELLs that come to us with no education in their native language do not do well in English. They are now learning phonemic awareness and literacy skills and English and have nothing to transfer information from.

b. How is the school using periodic assessments?: As stated above, in question 1, the data collected from formal and informal assessments provides information for grouping and differentiated instruction. All ELL students receive Academic Intervention Services, participate in 37 ½ minute tutorial, and participate in Saturday Academy.

c. What is the school learning from ELLs? How is the Native Language used? See answers to questions 1 to 3, above.

5. Dual Language Program

a. EP Student Assessment in Second Target Language: EP students are administered El Sol and TC running records in Spanish. The content areas that are done in Spanish have pre and post tests in Spanish.

b. Level of Language Proficiency in Second Target Language for EPs: The children that participated in Dual Language last year for Kindergarten were just beginning to decode and read sight words.

c. EP Performance on State and City Assessments

Our Dual Language Program is still in its infancy. Since our program only includes Kindergarten and First Grade students, there are no State or City assessments scores available for those students.

6. Success of the ELL Programs

At PS 155 there are many tools that are used to evaluate the success of students. In the lower grades, some of the tools used are ECLAS-2, TC running records, Mondo, and the Accelerated Reader STAR assessment. Teachers also use informal conferences, and pre and post tests at the beginning and end of units are used to assess progress.

At the higher grade levels we have the NYS Math exam, ELA exam, NYS Science exam, NYSESLAT and the pre and post learning unit exams. Students are given a choice in the upper grades to take the Math and Science tests in the language of their choice. Students who have reached proficiency in English tend to test in English.

Students are given projects to work on connected to Science and Social Studies units. Teachers meet during grade meetings to create the rubrics to evaluate the projects. The projects must be done in English.

Progress reports are sent to parents monthly. Teachers have weekly meetings with the administration where they discuss student progress and programs that are being implemented to assist students.

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.

Empty space for providing additional information.

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		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 04m155

All Title I SWP 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.

04

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:	397,542	43,483	
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,975	435	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	19,877	*	
4. Enter the anticipated 10% set-aside for Professional Development:	39,754	*	

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

99%

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.

All teachers who are not highly qualified completed their Master's Degrees and became certified in their license area. These teachers also participated in a mentor program and were teamed up with veteran teachers. Finally they were assigned coaches that were to model lessons and provide assistance with planning and classroom management among other topics. Coaches and mentors were required to keep logs of assistance as evidence.

* 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**.

See Attachment

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.
Please see pages 13-21

2. Schoolwide reform strategies that: **Please refer to SECTION VI: ACTION PLAN Pages 24-31 (CEP)**
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.

- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

At P.S. 155 99% of the staff is highly qualified

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 professional development is conducted based on data collected from informal/formal observations, results of surveys administered to teachers and parents. Data collected from the school report card, progress report, ARIS, ACUITY and other data basis are utilized to determine professional development planning and implementation.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Upon preparing to hire staff members special consideration is given to candidates that have completed educational and licensing criteria.

6. Strategies to increase parental involvement through means such as family literacy services.
Parents participate in Family Literacy services provided through a Target Literacy Grant which we have been in receipt of for two years. Parents participate in a series of workshops where they become familiar with a book and activities that go with it as follow up. The parents are then able to keep the book and the materials in order to implement what they have learned at home with their child. Parents also participate in Title 1 funded ESL, GED and computer classes. Parents are also encouraged to participate in workshops provided by outside agencies, CBO's and staff members. The topics of these workshops are decided based on the results of parent surveys that are conducted in the beginning of 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.
Parents of pre-school students are invited to participate in workshops that provide them with strategies to use in order to help transition students from early childhood programs.

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.
During grade meetings teachers and administration discuss and review which assessments would best improve learning outcomes.

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.
Student's achievement levels are discussed in September based on results of Spring state exams, E-CLAS-2, TC running Records etc. Based on the data collected students are assigned to 371/2 minutes tutorial, Extended day programs, Saturday Academies, READ tutorial program and/or services provided at risk by an AIS/Coach staff member or related Service Providers.

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 Parent Coordinator collaborates with the Guidance Counselor, Social Worker, Parent Association resident and administration in order to meet the needs of the families in the communities. Community and parent outreach is conducted on a daily basis in order to provide parents with the resources necessary. Parents also participate in ESL GED and computer classes.

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	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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¹ **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.

² **Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

	<i>(i.e., Federal, State, or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	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	X			333,936		
Title I, Part A (ARRA)	Federal	X			43,048		
Title II, Part A	Federal	X			113,079		
Title III, Part A	Federal	X			27,040		
Title IV	Federal				0		
IDEA	Federal	X			305,878		
Tax Levy	Local	X			1,974,017		

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- **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.

