



P.S. 155

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 155
ADDRESS: 130-02 115 AVENUE
TELEPHONE: 718-529-0767
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342700010155 **SCHOOL NAME:** P.S. 155

SCHOOL ADDRESS: 130-02 115 AVENUE, QUEENS, NY, 11420

SCHOOL TELEPHONE: 718-529-0767 **FAX:** 718-529-0773

SCHOOL CONTACT PERSON: DOROTHY MORRIS **EMAIL ADDRESS:** DMorris@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Virgina Illiano

PRINCIPAL: DOROTHY MORRIS

UFT CHAPTER LEADER: Wandra Blocker

PARENTS' ASSOCIATION PRESIDENT: Nanda Misir

STUDENT REPRESENTATIVE: Not Applicable
(Required for high schools)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 **CHILDREN FIRST NETWORK (CFN):** Children's First Network 531

NETWORK LEADER: WILLIAM COLAVITO/ALTHEA SERRANT

SUPERINTENDENT: MICHELE LLOYD-BEY

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
Dorothy Morris	Principal	Electronic Signature Approved.
Wandra Blocker	UFT Chapter Leader	Electronic Signature Approved.
Sonia OsorioJames	Admin/CSA	Electronic Signature Approved.
Nanda Misir	PA/PTA President or Designated Co-President	Electronic Signature Approved.
LaToya Mason	Parent	Electronic Signature Approved.
virginia illiano	UFT Member	Electronic Signature Approved.
Pamela Chavarria	Title I Parent Representative	Electronic Signature Approved.
Shamela shaffee	Title I Parent Representative	Electronic Signature Approved.
Manot Gangaram	Parent	Electronic Signature Approved.
Grace Youmans	UFT Member	Electronic Signature Approved.

* 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.

Ronald H. Brown P.S. 155 Queens is located in South Ozone Park. The staff, parents, and students of the Ronald H. Brown School commit to a high standard of academic, social, emotional and physical excellence. We service pre-kindergarten through fifth grade. Our pupil population is approximately 614. Our students are in a nurturing climate conducive to instilling optimal school, parent, and community relationships. Our community partnerships include SUNY student- teacher internships, Cornell University, Learning Leaders, The Social, Emotional and Civic Learning Initiative , Robin Hood Foundation and Rockaway Boulevard Senior Center. As part of our continuing effort to maximize student learning and developing the total child, we have obtained "Dancing Classrooms", which is the famous Ballroom Dance residency that is taught during the school day. Additionally, some students will have an opportunity to hone their swimming skills with the "Swim for Life" program at the Roy Wilkins Park.

Additionally, the student body is served by the following professionals and support staff, including, one (1) principal, two (2) assistant principals, thirty-eight (38) teachers, one (1) guidance counselor, four (4) Educational Assistants, two (2) secretaries, one (1) school safety agent, four (4) school aides, and one (1) parent coordinator.

We have 3 full day Pre-K classes and 4 heterogeneously grouped Kindergarten classes, in addition to having one grouped top class in grades 1-5. We have two special needs classes and four (4) Integrated Team Teaching (ITT) classes.

Our curriculum incorporates a Balanced Literacy model for English Language Arts. We will continue to implement the Foundations Program in grade K-2. The America's Choice Model is used for the Readers /Writers Workshop in grades 3-5. In order to promote and maximize the love of reading, we have adopted the 25/30 book campaign.

Everyday Math is used school wide for Mathematics instruction. Science and Social Studies curricula are aligned with the New York State Learning Standards and Performance Indicators. Student achievement is maximized through inquiry driven, project based learning.

Our school's Extended Day Program for remediation and test preparation, is designed for students in grades 2-5 and runs from Monday -Thursday. Students are instructed in small groups, using best practices and the use of scientifically based programs and other test preparation materials.

Based on the teacher team and AIS data, the Inquiry Team meets weekly to discuss student achievement based on teacher observations and formal and informal assessments. The team reviews data on student progress, as well as, monitor attendance reports.

The Attendance Team meets monthly and additionally when necessary, to monitor student attendance data and review those students who have been identified as excessively absent or late. Strategies and incentives, that will help to ensure our goal of at least 97% attendance for the year have been identified and utilized.

Our after-school/ Saturday tutorial program will meet twice a week for students in grades three to five, including a program specifically designed to meet the needs of our ELL population. These programs will address the needs of students through targeted small group instruction, that will ensure all children attain the necessary foundations needed for meeting the standards.

Portable computer carts enable sixty percent of our students to have Internet accessibility. Through the funding made available by the Resolution A allocation, additional laptops, carts and SMART boards will further enhance the school's internet accessibility and provide opportunities for all students to utilize technology in their daily learning activities.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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								
District:		27	DBN #:		27Q155	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<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*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		71	72	71			94.3	94.9	TBD	
Kindergarten		96	82	105						
Grade 1		94	98	92	Student Stability - % of Enrollment:					
Grade 2		89	85	95	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		115	84	88			89.5	91.60	TBD	
Grade 4		94	108	87						
Grade 5		103	90	100	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			68.6	81.6	94.7	
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			3	14	TBD	
Grade 12		0	0	0						
Ungraded		1	0	0	Recent Immigrants - Total Number:					
Total		663	619	638	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							4	0	2	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		22	24	24	Principal Suspensions		6	0	TBD	
# in Collaborative Team Teaching (CTT) Classes		13	11	19	Superintendent Suspensions		2	0	TBD	
Number all others		19	15	19						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	53	45	51	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	5	7	11	Number of Teachers	50	49	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	12	12	TBD
				Number of Educational Paraprofessionals	2	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	90	87.8	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	82	81.6	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	96	98	TBD
American Indian or Alaska Native	0.8	0.8	1.1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	87.2	100	TBD
Black or African American	45.4	40.1	35.4				
Hispanic or Latino	22.8	24.4	24				
Asian or Native Hawaiian/Other Pacific Isl.	30	32.3	36.1				
White	1.1	1.6	1.9				
Multi-racial							
Male	48.3	50.7	50.6				
Female	51.7	49.3	49.4				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	-	-	-				
Multiracial		-					
Students with Disabilities	Ysh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	77.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	17.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	48.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

SECTION IV: NEEDS ASSESSMENT

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

Student Performance:

During 2009-2010, with a newly Normed ELA State assessment, the percentage of students achieving at levels 3 or 4 in English Language Arts in grade three (3) was 43%, in grade four (4) 36% and grade five (5) 45%, which is a noteworthy decrease in overall student scores at these levels. The Spring 2010 ELA scores indicate that a total of 42.3% of our students met the proficiency requirement as per New York State Standards in English Language Arts.

The results of the NYS Mathematics test, also based on a new norming system, were grade three (3) 51%, grade four (4) 46% and grade (5) 51%. The total number of students school wide that attained proficiency on the NYS Math test was 48.9%. This is also a significant decrease from the previous year's scores.

Student Progress:

During the 2009-2010 school year, the Median Growth Percentile in ELA for our students was 60. For the school's lowest third, the Median Growth Percentile in ELA was 66. This indicates a second quartile placement in our Peer Horizon.

Based on the 2009-2010 Mathematics scores, the Median Growth Percentile was 47.0 which is in the first quartile of our Peer Horizon. However, the Median Growth Percentile in the school's lowest third was 57.0 which indicates a second quartile placement among our Peer Horizon.

Closing the Achievement Gap:

The 2009-2010 New York State ELA and Math tests results demonstrated areas of Exemplary Proficiency Gains. In English Language Arts, there was a 38.1% gain for the school's lowest third citywide. Additionally, we received 0.75 credits for a gain of 56.3% from the Self-contained and CTT/SETSS students.

In Mathematics, there was a 4% gain for the self-contained students. For the school's lowest third city wide in Math, there were exemplary gains of 35.6% and additional credits of 0.75 were earned from the 53.1% self-contained, CTT/SETSS students.

Analysis of the differences between the 2007-2008 and 2008-2009 Progress Reports in Student Performance, Student Progress and Closing the Achievement Gap shows very positive performance trends in Math. However, the 2009-2010 performances in ELA and Mathematics, makes it difficult to assess. The State tests were normed differently, which produced results that were not comparable to previous years.

Attendance:

Student attendance decreased from 94.9% in 2008-2009, to 94% in 2009-2010. This drop occurred due to the flu and the devastating winter weather, and is seen primarily in the Pre Kindergarten grade. However, our goal this year is to maintain at least 97% attendance with all students. Incentives for students, as well as parents have been introduced and will continue throughout the year.

Parent involvement and student attendance are synonymous. Increased parent participation reinforces positive student achievement. Parent workshops are ongoing and are designed to be informative and productive. Spearheaded by our Parent Coordinator, and based on Parent Surveys, we continue to offer a variety of informational gatherings that meet the needs of the parents and students

School Environment:

In 2009-2010, there were no suspensions in P.S. 155. Based on the positive and nurturing tone and school climate, we believe that we must continue to be proactive and incorporate programs and activities that will help to ensure continued success. Programs that highlight tolerance and camaraderie among our students and staff will have a continued impact on a positive school environment.

What have been the greatest accomplishments/barriers over the last couple of years?

- P.S. 155Q has been identified as a school in good academic standing during 2003 to 2010 school years in English Language Arts and Mathematics.

We have maintained a working partnership with SUNY and CUNY colleges to permit student teaching internships throughout the year.

In 2010 we received the Certificate of Excellence from the National School Climate Center for the "Stand Up to Bullying".

We have a full time school-based clinic run by Jamaica Hospital to meet the needs of our students.

- In 2007 we received a High Performance / Gap School Closing School / District award from the New York State Education Department.
- November 2007 we received the Ely Trachtenberg Award from the United Federation of Teachers.
- We are proud to be a Schools Attuned Focus School and were selected to be video taped for All Kinds of Minds organization.
- May 16, 2008 P.S. 155Q was listed on the New York State Honor Roll, which includes schools where students in all demographic groups showed improvement on test scores.
- Teachers working with students in greatest need maintain extremely well documented data that clearly delineates student's strengths and weaknesses.

- Administrators and all instructional staff members are involved with collecting and analyzing effectively a wide range of data from a variety of sophisticated assessments to monitor student performance and progress.
- The primary grades are using mClass to differentiate instruction and monitor student progress in literacy and math. This online tool enables us to view our data in a timely manner as we set goals for our students.
- The principal has a clear vision for the school which is centered around the consistent collection and analysis of data, high expectations for both student and staff performance and the continued effort to maintain a respectful and nurturing school environment.
- Continued growth and progress is insured through the formulation of new goals based on past and current performance data across all content areas; continued professional development and budgeting priorities to support those initiatives.
- The school continues to improve student learning by specifically analyzing disaggregated data information systems to drive instructional decision-making and by engaging in effective partnerships to support students' global development.

The greatest barrier is the lack of funding to schools such as ours. We have made great improvements and continue to do well, in spite of the absence of monetary support, like that which pours into failing schools. This affects the overall functioning of the school. Programming, extracurricular activities and professional development suffer and become by products of the creative dollar, instead of being a necessary component of an effective school.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, 100% of our school community will be involved in activities that promote safety as well as emotional security.	<input type="checkbox"/> Create a safe environment for students to learn and grow socially, emotionally and academically.
<input type="checkbox"/> By June 2011, 100% of teachers in grades K – 2 will examine the effectiveness of instruction by charting student movement between assessment periods, BOY(beginning of the year), MOY(middle of the year), and EOY(end of the year) as determined by class data results.	<input type="checkbox"/> A time sensitive plan designed to use assessment information to drive instruction based on individual student needs.
<input type="checkbox"/> By June 2011, 50% of students with IEP's will make 2 or more level gains on the DRA, TRC Reading Assessments.	<input type="checkbox"/> Differentiated and individualized instructions will be employed to help students with IEP's close the academic gap.
<input type="checkbox"/> By June 2011, P.S. 155Q will build capacity in Parental Involvement by adopting and implementing models of successful approaches that will increase Parent Association meetings attendance by 10%.	<input type="checkbox"/> Stress the importance of PA Meetings and thereby increase the number in attendance of parents at PA meetings.

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

School Environment

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>By June 2011, 100% of our school community will be involved in activities that promote safety as well as emotional security.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>The school will incorporate the ADL's "A World of Difference: Becoming an Ally" program. This initiative specifically responds to Bullying Behaviors and Name Calling by training teachers and students in strategies that will ensure a safe and respectful school environment for all. Interdisciplinary, standards based curricular is utilized for the school year. Additionally, The Cyber bullying (intentional harm inflicted through electronic media) curriculum will provide teachers and students with the necessary understanding to address online cruelty and increase the culture of e-safety. This also includes guest speakers and assemblies.</p> <p>In response to e-safety we will also introduce grades 2 - 5 to the book "Faux Paw and the Dangerous Download". This story teaches young children the safe and responsible use of technology; specifically internet downloading.</p> <p>The Curriculum Mapping Team of 5th Grade teachers and Reading Facilitator will collaborate and develop additional lesson plans around the theme of bullying, teasing and encourage safe ways to deal with negative behavior.</p> <p>Review the discipline code with students. Enforcement of the discipline code.</p> <p>Principal's Book of the Month will be selected to highlight this theme, such as "Howard B. Wigglebutton Learns About Bullies"etc.</p> <p>The Value of the Month listed on the monthly calendar to enhance cooperation and positive peer interaction.</p> <p>Reciting the daily School Pledge which requires students to promise to display</p>

	<p>honorable behavior in all situations. Special Assemblies, guest speakers (school wide and age appropriate). RESPECT FOR ALL Program. BUCKET FILLER PROGRAM will be instituted in each classroom - one student from each class will be recognized as the top Bucket Filler of the Month. Top Bucket Fillers will be displayed on a bulletin board. Students in grades 1-5 will participate in physical activities that support camaraderie among individuals, as well as classes, while improving fitness. "Move to Improve" and "Mighty Milers" are examples of programs that have been adopted for this purpose.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<p><input type="checkbox"/> Title 1SWP, Title 1 ARRA, Title 11, IDEA, Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> School Climate Assessment/Evaluation Grade 3, 4, 5 will complete a pre and post survey which will determine their level of awareness in the area of peer interaction, bullying, cyberbullying and their feelings about safety and emotional security in our school. All Students will participate in guided classroom discussions and complete activities that respond to the issues of tolerance and respect.</p>

Subject Area
(where relevant) :

ELA

<p>Annual Goal <i>Goals should be SMART – Specific,</i></p>	<p><input type="checkbox"/> By June 2011, 100% of teachers in grades K – 2 will examine the effectiveness of instruction</p>
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<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>by charting student movement between assessment periods, BOY(beginning of the year), MOY(middle of the year), and EOY(end of the year) as determined by class data results.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Early Childhood Teachers on K - 2 will meet weekly and monthly in order to review, discuss and plan instruction for students' movement through data. Continuous progress monitoring. Teachers will continue to use frequent progress monitoring during intervention. Data from the Assessments, Running Records, Developmental Reading Analysis (DRA), mCLASS, DIBBLES and teacher observations, in order to plan effective, differentiated instruction.</p> <ul style="list-style-type: none"> · Continue to provide staff development which focuses on the Five Key Components of Literacy for all teachers. · Instruction will take place at appropriate developmental levels, moving from concrete, to pictorial, to abstract. AIS service providers will be involved in Grade level data analysis meetings. · Classroom teachers and AIS service providers will be given time for regularly scheduled articulation regarding student's progress. Common planning time will be used for articulation as well. · <u>Possible Progress Monitoring schedule:</u> Proficient students – once a month Strategic students – twice monthly Students with Intensive needs – once a week. · After Progress Monitoring, instructional modifications will be implemented for those students who are not making adequate progress . Technology will continue to be utilized in all classrooms. · Various formats for flexible grouping will be used for small group teacher led and student independent activities. · Classroom teachers will engage in Guided Reading Lessons for all students, on a daily basis. · During the Reading Block, students who are not in a teacher led Guided Reading lesson, will be engage in focused, data aligned, independent activities which are researched based and connected to an accountability tool. Some activities will be taken from www.fcrr.org. · AIS teachers will offer small group support on a rotating basis during the

<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Teachers will use goals from student's IEP(Individual Education Plan) to plan instruction. "Quick Reads" (researched based fluency program that supports comprehension and vocabulary development through informational text) will be used in small group instruction for 3rd, 4th, and 5th grade students , 2 days per week for 45 minutes.</p> <p>Reading A - Z is an online Teacher Resource that will provide printable guided reading books, strategies and assessments that are based upon Fountas and Pinnel Guided Reading Research. Small group instruction will be provided for 2nd, 3rd, 4th, and 5th grade students, 5 days per week for 45 minutes.</p> <p>Study Island, a web-based program used to differentiate instruction and remediation will address the specific skills contained in the NYS Learning Standards. As students navigate this website prompts indicating whether their responses are correct or incorrect will alert them. AIS providers will monitor students, one-to-one, during 45 minute period. Controlled assignments can be provided for homework at the provider's discretion.</p> <p>Promoting our goal of all students maintaining at least a 97% attendance rate. Regular attendance has been proven to directly impact student achievement. Monthly incentives such as, ice cream parties and certificates for the top 3 classes and crowning the teacher of the 100% Top class as Queen/ King for the Day.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<p><input type="checkbox"/>Title 1SWP, Title 1 ARRA, Title 11, IDEA, Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Evidence of growth in reading - fluency, stamina, vocabulary, range of genre, quality of reader response as measured by :</p> <ul style="list-style-type: none"> • Ongoing teacher assessment • Acuity, • DRA, • Running Records • NYS ELA Examination.

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**Subject Area
(where relevant) :**

PARENTAL INVOLVEMENT

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, P.S. 155Q will build capacity in Parental Involvement by adopting and implementing models of successful approaches that will increase Parent Association meetings attendance by 10%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • We will design a team to include members of the Parent Executive Board, Parent Coordinator, teachers and administrators to organize for effort through research, adoption and implementation of approaches to improve parent Involvement, possibly a survey, varying the time of the meetings. • Building on our existing Pre K parent population’s activities and resources and our First Day of School Orientation, we will encourage and support parents to attend PA meetings, possibly provide babysitting services. These meetings will be informative and ultimately beneficial to their children’s education. • We will ensure that the dissemination of information related to school and parent meetings are sent home in a format – email, letters and flyers – that have clear expectations that parents can understand and not disregarding the many languages in our school community. • By educating teachers, pupil support service personnel, administrative staff and other school personnel, a partnership will be developed with parents to improve communication and thereby build ties between parents and our school. • The establishment of an incentive program will be instituted to recognize the

	<p>accomplishment of those parents who have supported PA meetings.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<p><input type="checkbox"/> Title 1SWP, Title 1 ARRA, Title 11, IDEA, Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> The Parent Coordinator will be responsible for collecting data via Sign In Sheets at each meeting. • Comparison of the attendance at the beginning of the school year, mid year and final PA meeting through a visual graph for each class in the school. • A Recognition and Awards Night for Parents with the most appearances.

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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	26		N/A	N/A	2	4	4	5
1	21	20	N/A	N/A	1	8	6	8
2	17	14	N/A	N/A	2	3	3	11
3	25	14	N/A	N/A	1	4	5	15
4	23	19	15	15	8	3	3	16
5	23	19	5	5	7	4	3	13
6								
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/></p> <p>Response To Intervention (RTI) – a three tiered model with focused, targeted, explicit, direct instruction that is differentiated through data analysis, for whole and small groups. The third tier involves those students who have intensive needs, and their progress is highly monitored by an intervention specialist to reduce the rate of referral.</p> <p>Benchmark assessments- For all incoming students who are new to P.S. 155, benchmark assessments are given upon arrival, ensuring the appropriate levels of instruction and/or intervention. For grade 1, Reading Recovery and for grades 2-5 the Qualitative Reading Inventory assessments are used.</p> <p>DIBELS- recommended activities based on benchmark results analysis; push in 3 times per week.</p> <p>Foundations-an early intervention program that provides explicit, systematic daily instruction for K-2 students. Foundations addresses phonological and phonemic awareness, phonics, word and syllable study, vocabulary, sight word instruction, fluency, word and sentence writing practice, and some areas of comprehension. Double Dose remediation is provided for students who require further instruction.</p> <p>Wilson Reading System is a researched based, multi-sensory decoding and encoding program. Small group instruction is provided for 3rd 4th and 5th grade students, 5 days per week for a 45 minute period. Assessment Instrument/WADE, daily charting of progress.</p> <p>Reading Academy Strategies- based upon identified needs of individual students. Highly recommended reading websites provide research based resources, strategies, and activities that support student learning: University of Oregon, Free Reading.com, Florida Center for reading research.</p> <p>Soar to Success - a research based comprehension program that utilizes four reciprocal teaching strategies; clarifying, predicting, questioning, and summarizing. Assessments</p>

	<p>for decoding/fluency and comprehension are embedded within the daily instructional plan. Small groups of 3rd, 4th and 5th grade students are pulled out for instruction 5 days per week for 45 minutes.</p> <p>Read Well-instruction focuses on oral language, phonemic awareness, phonics, vocabulary, and comprehension skills. Small groups of 1st grade students are pulled out 4 times per week for 45 minutes of instruction.</p> <p>Extended Day – Monday through Thursday, 37.5 minutes of small group tutoring for students in grades 2nd- 5th.</p>
<p>Mathematics:</p>	<p>□ Great Leaps - The Great Leaps Math Program focuses on building fluency in the basic facts, including addition, subtraction, multiplication, and division. It features concrete lessons (using manipulative objects) and representational lessons (using student drawings) to help the student understand math operations. This program is implemented on a one-to-one basis and is provided during the school day and during the extended-day period.</p> <p>• Scantron Performance Series - This is a series of computer-adaptive diagnostic tests that are administered 3-4 times during the academic year. For AIS purposes, it is used to pinpoint proficiency levels and to determine areas where intervention is required. Assignments are generated for individuals or small groups for remediation, based on the assessment reports. Discussion, review, and re-teaching is provided on a one-to-one and/ or small group format during the 45 minute AIS period</p> <p>• Extended Day – small group tutoring</p> <p>• Acuity - Mastery of skills and sub-skills are revealed through the data provided by the Acuity predictive and Instructional Targeted Assessments.</p> <p>Great Leaps - The Great Leaps Math Program focuses on building fluency in the basic facts, including addition, subtraction, multiplication, and division. It features concrete lessons (using manipulative objects) and representational lessons (using student drawings) to help the student understand math operations. This program is implemented on a one-to-one basis and is provided during the school day and during the extended-day period.</p> <p>• Scantron Performance Series - This is a series of computer-adaptive diagnostic tests that are administered 3-4 times during the academic year. For AIS purposes, it is used to pinpoint proficiency levels and to determine areas where intervention is required. Assignments are generated for individuals or small groups for remediation, based on the assessment reports. Discussion, review, and re-teaching is provided on a one-to-one and/ or small group format during the 45 minute AIS period</p> <p>• Extended Day – small group tutoring</p> <p>• Acuity - Mastery of skills and sub-skills are revealed through the data provided by the Acuity predictive and Instructional Targeted Assessments. This information is used to provide a differentiation of instruction on a one-to-one or small group basis, by generating online assignments for children to do during the AIS periods during the day or, at the provider's discretion, after school.</p>

	<p>Discussion, review and reteaching is provided during the three 45 minute sessions per week. • Study Island- Study Island is a web-based program used for differentiated instruction and remediation. Topics consist of questions, answers, explanations, and lessons that address the specific skills contained in the NYS Learning Standards. Upon answering a question incorrectly, students are shown the correct answer along with a detailed explanation for the correct response. When students need extra help on a topic, Study Island can automatically prompt them to work on remedial-level material for that topic. AIS providers monitor students, one-to-one, during the 45 minute period. Controlled assignments can be provided for homework at the provider's discretion. • Singapore Math- This is a pilot program in which P.S.155 is involved. A predetermined and evaluated group meets three times per week for 45 minutes. Students receive model lessons in Number Sense and Operations, using program strategies. They then work, individually, in program-provided materials, at their present level. As each child demonstrates proficiency at their level, they are moved to the next level materials. • New York State Mathematics Levels 4 and 5 -This is a workbook program based on the NYS standards. Mini-lessons are provided for the students followed by practice questions. This is a supplementary program which provides additional remedial and reinforcement activities. It is done with a small group during a 45 minute AIS period.</p>
Science:	<input type="checkbox"/> Identified students meet during the extended day in small groups. Science vocabulary, the scientific method and observational skills are reinforced through SRA Science and Kaplan Advantage (Science). Students also read a variety of non-fiction material that support science concepts in Literacy.
Social Studies:	<input type="checkbox"/> During the extended day, student needs are met as data from standardized, as well as teacher assessments are reviewed. The primary focus of this small group, targeted instruction, is non-fiction content area reading. Strategies, such as effective questioning techniques, improving stamina and reinforcing higher order thinking skills are developed to help students achieve mastery of those identified areas of weakness.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Individual and group sessions reflect the measurable goals set for individual students. These goals focus on social and emotional learning with a variety of topics such as: anger and anxiety management; solving social problems; empathy training; goal setting; career development and cooperative play.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> The Psychologist provides short term intervention for academic planning.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> The Social Worker provides short term intervention for academic planning.

At-risk Health-related Services:

P.S. 155 has a daily School-based Health Center employed by professionals from Jamaica Hospital Medical Center. Children can receive services at no out of pocket expenses to the family. Students receive complete physical exams; medical care (including treatment for acute and chronic conditions) when the child is sick in school; complete physical exams; medication and prescriptions; immunizations; laboratory tests; hearing, vision, obesity and other medical screening; health education and counseling and screening and referral for health insurance.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative 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)

Third- Fifth

Number of Students to be Served:

LEP 30

Non-LEP 0

Number of Teachers 4

Other Staff (Specify) 1 Supervisor

School Building Instructional Program/Professional Development Overview

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. 155Q will support our ELL's through our literacy and math programs. Our students' instructional focus will be on the strategies for comprehension, using both group assessments such as unit testing and writing assignments as well as individual conferences to determine skills which need to be the instructional focus.
- Title III funds will be dedicated for intervention, enrichment, and supplementary activities to facilitate additional instructional time through a Saturday Academy program.
- The focus of the Saturday Academy program for approximately 30 students in grades 3, 4 and 5, will be to provide additional opportunities for ELL students to practice and master those skills needed to prepare for the NYS ELA and Math exams.
- Beginning February 2011 and ending April 2011, weekly sessions will equal 4 hours, for a total of 35.6 hours per teacher.
- Three of the teachers will be common branch certified and one licensed ESL teacher will rotate among the classes as a co-teacher.
- One supervisor will over see the program, as there is no other supervisor there at that time. The supervisor will work 5.5 hours per week to supervise early arrivals, late dismissal and parent activities.
- Per Diem for staff professional development will be provided at a total cost of \$670.00 for 4 (four) days.
- Students will be given both small group and individualized instruction.
- Student data from ARIS and Acuity (periodic assessments) as well as classroom assessments will be used to drive the instructional program. Computer aided instruction will also be incorporated, using non Title III funded programs, as an additional learning modality. These programs include: "Study Island"; "Ticket To Read"; "Uptown Education"; "Sampson's Classroom" and "Reading Eggs".
- Students will be assessed weekly, based on the focus of the strategies and skills taught, as well as individual progress reports. Additionally, the NYSESLAT, NYS ELA and Math scores from the Spring 2010 administration will be reviewed to determine growth and/or weaknesses as compared to those students not participating in the program. Acuity (interim assessments) will also be monitored for student progress.
- Parent workshops, that identify and create useful strategies for home use, and reinforce those identified skills needed for proficiency, will be given 3 (three) times during the program for a total of 12 hours. Each session will last 4 hours. Refreshments, such as coffee, tea, juice and Continental breakfast will be served to all participants. These hands –on workshops will focus on understanding the ELA and Math curriculum, as well as the NYSESLAT assessment and the learning needs of their children.
- "Finish Line – English Proficiency Practice" by continental Press, "Empire State NYSESLAT ELL" by Continental Press, "Math and Literature Connections" by Options; "Language for Learning" will be materials purchased for this activity.

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.

The professional development program embeds strategies needed and considerations to be made in supporting the success of English Language Learners. Staff will be given professional development to support their understanding of language needs shown in standard assessments, and the preparation of materials to meet these needs.

All teachers will be required to participate in four 2 (two) hour sessions of professional development for a total of eight (8) hours. These sessions will be conducted by the Supervisor, or the Director of ELL Student Services and /or publishing companies of the newly acquired materials. Teachers will identify and create ongoing strategies that support the individualized learning needs of their students for academic proficiency and mastery in all subject areas.

Professional development will be provided by Publishing companies, the Supervisor and the Director of ELL Student Services.

Section III. Title III Budget

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School: PS155Q

BEDS Code: 342700010155

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	\$10,590.00	<input type="checkbox"/> <input type="checkbox"/> Saturday Academy Four teachers will provide direct instruction for 4 hours weekly for a duration of 10 weeks 4 teachers X 4 hours per week = week X 10 weeks = 142.73 hours total (including PD)142.73 x 49.89 (per session rate w/fringe)=

		<p>\$7,120.00 (including PD)</p> <p><u>Per Diem</u> x 4 days = \$670.00</p> <p>One supervisor will oversee the program, as there is no other supervisor there at that time. He/she will be paid at the supervisor per-session rate for the duration of the program (5.5 hr/ 8 weeks) <u>1 supervisor</u> X 5.5 hours per week X 8 weeks = 44 hours total =\$2,297.24</p> <p>Professional Development The four teachers will receive four 2-hours sessions of professional development to be conducted by the supervisor and/or other identified consultant. <u>4 teachers</u> X 2 hours per session = 8 hours X 4 sessions = 32 hours total 32 X 49.89 = \$1,596.48</p> <p>One supervisor will oversee the program, as there is no other supervisor there at that time. He/she will be paid at the supervisor per-session rate for the duration of the program. <u>1 supervisor</u> X 2.25 hours per session = 2 hours X 4 session = 9 hours total 8 X 52.21 = \$469.89</p>
<p>Purchased services - High quality staff and curriculum development contracts</p>	N/A	Not Applicable
<p>Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.</p>	\$3,500.00	<input type="checkbox"/> “Finish Line” by Continental Press; “Math and Literature Connection” by Options; “Language for Learning” by Pearson; “Empire State-NYSESLAT ESL/ELL” by Continental Press are the materials that will be purchased.
<p>Educational Software (Object Code 199)</p>	N/A	<input type="checkbox"/> There will be no software expenditures.

Travel	N/A	There will be no travel expenditure budget.
Other	\$910.00	<input type="checkbox"/> Refreshments for the 3 (three) Parent Workshops, focusing on the needs of the ELL students This includes understanding the ELA and Math curriculum, as well as the NYSESLAT assessment. Coffee, Tea, juice and Continental breakfast will be served to everyone attending the workshops. Student snack will also be available.
TOTAL	0	

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.

At the parent orientation for newly enrolled students, parents are provided with 'entitlement' and 'survey and selection' letters in the appropriate languages. After viewing the DVD, all options are explained and discussed. Where possible, additional personnel provide translation. Parents at P.S. 155 Q exclusively request the English as a Second Language program. In the past few years, there have been between ten and twenty new entrants in September, mostly in the kindergarten. Several children are typically admitted and discharged throughout the year. The ESL program offered at P.S. 155 Q is aligned with parent requests.

There are 26 Spanish speaking ELLs, 8 Punjabi, 4 Urdu, 2 Haitian Creole, 2 Arabic, 2 Hindi, 1 French, 1 Chinese, 1 Farsi and 1 Tagalog. Of these forty-eight (48), only 2 Spanish speaking families require translated versions of school communications. All teachers who have contact with the children of these two families, are knowledgeable of the family's requests.

Parents are informed of the NYSELAT test results in translated letter appendices as provided in EPIC as needed.

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.

I. Parent/community involvement:

- The ESL Teacher is a member of the professional development team and will collaborate with the team to address the needs of the ELL population.

Punjabi and Urdu.

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.

P.S. 155 avails itself of DOE's Translation and Interpretation Unit when necessary. In house staff including teachers, paraprofessionals and parent volunteers assist in written communication. Outside vendors are not used.

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

P.S. 155 avails itself of DOE's Translation and Interpretation Unit when necessary. In house staff including teachers, paraprofessionals and parent volunteers assist in oral communication. An ongoing relationship with parents via meetings, phone calls and personal conferences ensure timely notification of all information pertinent to their child's educational progress. Outside vendors are not used.

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$414,460	\$6,177	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,146		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$20,730	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$41,460	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 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.

N/A

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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

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

Parent Involvement Policy

RONALD H. BROWN PS 155Q

We, the staff, parents and students of the Ronald H. Brown School, commit ourselves to a high standard of academic, social, emotional and physical excellence.

PS 155Q is committed to developing and implementing a parent involvement policy that fosters a partnership between the home, school and community that is required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

PS 155Q agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

- The school will incorporate this parental involvement policy into its school improvement plan.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communicating involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school;

that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS 155Q will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA. An annual meeting will be held by October 31 of each year in order to adopt this policy.
2. PS 155Q will conduct the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their child's development and how to support the changes their children undergo.
- The school will reach out to provide parents them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
- The school will provide to parents individual information on the level of achievement of the parent's child in each of the State academic assessments.
- The school will provide to each individual parent timely notice that the parent's child has been assigned, or taught for 4 or more weeks by, a teacher who is not highly qualified.

The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.

This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.

- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.

PS 155Q will coordinate and integrate Title I parental involvement strategies under the following other programs: Universal Pre Kindergarten, EPIC, Cornell University, Jamaica Hospital, Safe Horizons and the New York City Fire Dept.

With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home and in the school (library cards, home reading corner, resource centers, book sales, following directions, reading recipes, workshops, Title I Parent Advisory Council (PAC), Parent Association (PA), Parent Volunteer programs, Learning Leaders and School Leadership Teams (SLT), etc.)

The school will help parents gain access to support services by other agencies, such as health care (through Jamaica Hospital School base clinic, Supplemental Educational Services (SES), Academic Intervention Services (AIS), Continuing Adult Education Programs, and childcare programs.

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

The State's academic content standards

The State's student academic achievement standards

The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

- Parents will be encouraged to attend PTA/Title I PAC meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA/PAC executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA/PAC meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

Through the efforts of the Parent Coordinator, the PAC Chair person and PTA/PA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.

- Parents will be invited to attend an annual meeting to inform them about the school's participation in Title I, Part A programs and explain the requirements and their right to be involved by November 16, 2010.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month to all parents, by the beginning of the month.
- After School and/or Saturday English as a Second Language (ESL) and Computer workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.
- Parent workshops will focus on basic educational concerns, health care, and financial planning.

School Visitations

Parents with children attending PS 155Q are encouraged to visit their child's school as often as possible. Parents can visit their child's school at the following conveniently scheduled meetings and events by checking with their Parent Coordinator for the dates and time:

- Back to School Parent Orientation (September)
- Parent Teacher Conferences (Fall and Spring)
- PA/PAC and SLT meetings (monthly)
- Student of the Month celebrations held in conjunction with PTA/PAC meetings,

- Honor's Night at the end of each marking period,
- Culminating celebrations marking their child's success at the school.
- Parent workshops and activities (as scheduled by the Parent Coordinator and school staff)

Parents will have reasonable access to staff, opportunities to volunteer and participate in classroom activities. Parents may contact their school's Parent Coordinator to arrange an appointment.

Professional Development:

PS 155Q and CSD 27 will help parents become equal partners with educators in improving their children's academic achievement. Parents will have the opportunity to participate in professional development sessions that focus on NY State academic content standards, State and local academic assessments, curriculum, monitoring their child's progress, understanding performance data, and health and social issues for families. Monthly professional development sessions for parents will be provided by the district parent support officer, parent coordinator and other qualified staff at monthly PA/PAC meetings.

Professional Development is provided by the National /Region II Coalition of Title I Parent Conferences to familiarize Title I PAC Members with their role, responsibilities and national incentives that promote academic success. It is recommended that one (1) PAC member attend each conference.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters by the region.

ELL Professional Development: District monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with disabilities/Professional Development: Regional monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

Project Funding

PS 155Q will set-aside a minimum of 1% (\$4,146.00) of the project funds for the usage of parent involvement and outreach. Title I parent involvement funds may be combined with other parental involvement funding received from ESEA. Title I PAC representatives will prepare the budget proposal for usage of such funds in consultation with the Principal, Parent Coordinator, PA/PTA and SLT for the best involvement and outreach of parents in the school community.

Parental Involvement Project funds will be used to support parent participation at local and out-of-town conferences, regional/district meetings, school events and activities.

Responsibilities of the Title I Parent Advisory Council

In order to maintain the effectiveness of PS 155Q Title I Parent Involvement Policy, it will be necessary for the PAC to support and uphold the contents of this policy, as well as:

- a. Serve for two years
- b. Attend monthly school and district meetings,
- c. Prepare and evaluate the effectiveness of the: Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual School Accountability Report,
- d. Review Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual School Accountability Report with parent members of the school community,
- e. Review and provide input in the CEP, annual program evaluations and budget proposals, and
- f. Conduct an annual review and evaluation of the District Parent Involvement Policy.

Qualifications of PAC Representatives

Members of Title I Parent Advisory Council must be a parent of a child attending PS155Q and elected by parent membership.

Election/Voting Procedures

Members of the Title I PAC will adhere to the following election/voting procedures:

- a. Elections will take place at the time of the PA/PTA elections
 - b. Elections will be chaired by the nomination committee, DPAC members or the DPSO,
 - c. Nomination committee will be formed in April of the election year
 - d. Nominations will be accepted from the floor and closed on the day of elections
- e. A quorum of 3 parent members must be present to conduct official business of the PA/PTA and PAC
- f. Only parents with children attending PS 155Q can vote
- g. Absentee ballots/nominations or voting by proxy is not permitted
- h. Vacancies will be filled by the next highest ranking officer and/or by special election at the next PA/PTA and PAC meeting.

Duties of PAC Officers

The Title I PAC will consist of the following officers: Chairperson, Co-Chair, Secretary and Appointed Designee. Members missing three (3) consecutive meetings or failure to perform duties and responsibilities will be removed from office upon written grievance filed with the district office/DPAC, reviewed by general parent membership and vote to remove officer from their responsibilities. Vacancies will be filled by the next highest ranking officer and/or by special election at the next PAC meeting.

The Chair shall preside at all meetings, in service parent workshops, call special meetings, appoint chairpersons of all standing and special committees with the exception of the nominating committee, guide the activities and business of the PAC, annually review, evaluate and uphold the District's and School's Parent Involvement Policy and School-to-Parent Compact, present at the annual conference a report of the work and activities of the PS 155Q for the past year and sign all legal documents. The chairperson shall review DCEP/CEP submitted by the District/School. Review Title I funded program information and data. Serve as a representative to the District Title I Parent Advisory Council and share all information distributed to the DPAC members. The Chair must serve as a voice for New York City children whereby legislators and others may be aware of the concerns of responsible parents in New York City regarding proposed allocations, CEPs, bases for formulas, proposals, etc and be an ex-officio member of all committees except the nominating committee.

The Co-Chair will have dual responsibilities in the absence of the chair as well as ensure that the minutes, agendas, and sign-in sheets for all committee meetings are recorded and secured within the district office. The Co chair will be responsible for monitoring the PAC's budget.

The Secretary will prepare, file and ensure that the minutes, agendas, financial forms/invoices/receipts and sign-in sheets for all committee meetings and/or events are recorded and secured within the school.

The Designee is appointed by the Chair and shall vote in the absence of the chair.

Record Keeping

Schools are required to maintain documents that substantiate Title I/PCEN parent involvement activities and expenditures for a period of seven (7) years. Bookkeeping records such as imprest forms and purchase orders as well as program records including, but not limited to, meeting minutes and agendas, sign-in sheets, newsletters and flyer, etc must be available for review by local, State or Federal monitors/auditors upon request.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Nanda Misir, PA President This policy was adopted by PS 155Q on November 16, 2010 and will be in effect for the period of one (1) year. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 30, 2010.

IV. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA/PTA/PAC and the school's parent coordinator and administration.

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

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

PS 155Q

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2010-11

Title I School-Parent Compact Framework

The school and parents working cooperatively to provide for the successful education of their children agree:

PS 155Q will:	The Parent/Guardian will
PS155Q , and the parents of the students participating in activities,	Describe the ways in which parents will support their children's

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 2010-11.

PS155Q, will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows:

Our highly qualified teachers will provide high-quality curriculum and instruction to our students in a supportive, and effective learning environment. Students will be provided with rigorous and challenging curriculum and instruction. Support is widely available at our school after school and on weekends.

Provision of high-quality curriculum and instruction will be accomplished initially by The First Day of School Initiative which will inform the parents about the school's expectations so that they can build capacity and impact their child's academic achievement.

Parent workshops, on-going throughout the year to bridge the home school connection and sharing of strategies to support student learning. Workshops will include but are not limited to: How to prepare your child for State testing in ELA, Math and Science, "Understanding Acuity, Study Island and Reading Essentials, How to navigate Online Programs, Cyber Bullying, and Internet Safety for Children, Domestic Violence, Fire Prevention, Asthma and Obesity.

Health and Nutrition Workshops in collaboration with Jamaica Hospital and Cornell University, series of EPIC workshops to provide support for caretakers with social and child rearing concerns.

- Hold parent-teacher conferences (at least twice annually in

learning, such as:

- Promoting positive use of my child's extracurricular time
- Monitoring attendance, including lateness, in order to strive for the goal of 97% attendance.
- Making sure that homework is completed and checked.
- Monitoring amount of television children watch
- Participating as appropriate, in decisions relating to my child's education.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district, received by my child or by mail and responding appropriately.
- Serving on policy advisory groups, such as the Title I, Part A parent representative, Title I Policy Advisory Committee, the District wide Policy Advisory Council, the School Leadership Team, attending PA meetings and Title I PAC meetings, or other school advisory/policy groups.
- Ensuring that my child's hygiene is taken care of.
- Monitoring my child's nutritional diet.
- Updating all contact information.
- Providing all necessary school supplies when possible.
- I have reviewed the discipline code with my child and will reinforce it at home.
- Willingness to learn new technology-based programs that support my child's learning.

[Describe the ways in which students will support their

elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held:

The parent-teacher conferences will be held in the fall and late winter.

- Provide parents with frequent reports on their child's progress.

The school will provide student report cards to parents three times a year and ongoing Progress Reports.

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

Specifically, staff will be available for consultation with parents as follows: Staff will be available to parents during Open School and on scheduled appointments through the Guidance Counselor, Parent Coordinator and teacher.

- Provide parents opportunities to volunteer and participate in their child's school, and to observe classroom activities, as follows: Parents may see their child's teacher to schedule one to one meetings, and observations if necessary. Volunteering information is provided during PA meetings and through calls from the Parent Coordinator. Parents may also inquire from the Parent Coordinator's office.

* 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 (for SWP schools), 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

academic achievement, such as:

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 each day (97% attendance) ready to learn and to work to the best of my ability. Do my homework every day and ask for help when I need to.

- Read at least 30 minutes every day outside of school time. Come to school with a book of my choice for leisure or non-classroom structured reading.

- Give to my parents, or the adult who is responsible for my welfare, all notices and information received by me from my school and return to my teacher any items that are requested every day.
- Safely use all online web based programs provided by my school to support instruction designed for differentiated learning strategies.

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 to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

- * On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

- * Provide to each parent an individual student report about the performance of their child on State assessments in Mathematics and English Language Arts.

Signatures:

School

PaC Chair or PTA /PA President

Date

Date

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.

All tools used for needs assessment are noted in Section IV.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

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 day, before- and after-school and summer programs and opportunities.

- Provide an enriched and accelerated curriculum through differentiated instructional strategies.

- 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 or 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.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Increase the quality of learning time such as extended school year, after school and summer programs and opportunities.
- o Help provide an enriched and accelerated curriculum.
 - Provide an enriched and accelerated curriculum using the Renzulli Program which gives a differentiated instructional approach.
- o Meet the educational needs of historically underserved populations.
 - All children in the school with these needs will be serviced, thereby the State academic content standards will be met through extended day, after school and or Saturday programs. Targeted small group instruction if needed.
- o 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.
 - The needs of all the students in the school, and especially those that are in the low academic achieving and at risk of not meeting the State academic Content Standards will be serviced. We will employ the services of the Guidance Counsellor, Pupil Services and Mentoring Services, Targeted small group instruction that meets the needs of those identified children.
- o Are consistent with and are designed to implement State and local improvement, if any.
 - Reform strategies as recommended by the State and Local improvement standards will be met.

3. Instruction by highly qualified staff.

- All staff hired will be 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.

- The school's professional development team will target the assessed pedagogical needs of the staff and differentiate high quality ongoing Professional Development. Professional development will be evaluated to determine effectiveness.

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

- N/A

6. Strategies to increase parental involvement through means such as family literacy services.

Learning Leaders (trained parent volunteers) will provide small group and individualized instructions to support teachers and students by building on reading and math skills.

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.

N/A - We have a Pre-K Program which consists of 3 full day classes.

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.

All teachers will participate in Professional Development using data to drive instruction for students achievement. Weekly Teacher Team data meetings are held. Common prep periods are used for grade articulation among teachers.

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.

The use of quantitative and qualitative data, will identified students who need additional support. Students will be grouped according to needs and weekly progress monitoring is used to monitor student performance. Targeted small group instruction provides additional assistance for those identified students.

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.

We have coordinated partnerships with the following agencies:

New York City Dept. of Health- Early Intervention; Safe

Horizon; Jamaica Hospital; New York City Fire Dept.

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 specifically identified needs of its students.

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

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

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

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

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

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			
Title I, Part A (Basic)	Federal	Yes			\$348,263	True	Pages 25 -32
Title I, Part A (ARRA)	Federal	Yes			\$6,115	True	Pages 25 -32
Title II	Federal	Yes			149,868	True	Pages 25 -32
Title III	Federal		No				
Title IV	Federal		No				
IDEA	Federal	Yes			\$82,185	True	Pages 25 -32
Tax Levy	Local	Yes			2,975,473	True	Pages 25 -32

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:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
 Not applicable.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
 N/A
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and
N/A

c. Minimize removing children from the regular classroom during regular school hours;
N/A

4. Coordinate with and support the regular educational program;
N/A

5. Provide instruction by highly qualified teachers;
N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
N/A

7. Provide strategies to increase parental involvement; and
N/A

8. Coordinate and integrate Federal, State and local services and programs.
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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)
There are two (2) students in temporary housing at PS 155Q
2. Please describe the services you are planning to provide to the STH population.

A) **Under the McKinney-Vento Act**, students who fall under the definition of homeless have the following rights: free public education, immediate enrollment in zoned school, attend school no matter how long they have lived at their current location, stay in their school of origin or chose to attend their new zoned school, transportation to and from school(eligible for student metrocard), and receive free school meals.

Students and families receive special support services through our family coordinator, as well as other support staff, to help facilitate a smooth transition for the families. This includes parenting skills workshops, free school uniforms, information and assistance to find outside resources that will create a more positive environment for the family.

Part B:

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).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A
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.
N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_27Q155_121010-084059.docx

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 CFN 531	District 27	School Number 155	School Name Ronald H. Brown
Principal Dorothy Morris	Assistant Principal Sonia Osorio James		
Coach	Coach		
Teacher/Subject Area Nancy Abbazio/Literacy	Guidance Counselor Tasha Kurs		
Teacher/Subject Area Beverly Edouard	Parent Ragia Elbelasi		
Teacher/Subject Area Suharee Greenberg	Parent Coordinator Doris Nesmith		
Related Service Provider	Other Suzi Tuchman/ESL Teacher		
Network Leader Althea Serrant	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	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	619	Total Number of ELLs	48	ELLs as Share of Total Student Population (%)	7.75%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

Part 11: ELL identification process

1. The following procedure is in place at P.S. 155 for the initial identification of possible ELLs. Upon registration, parents/guardians are given the Home Language Identification Survey to complete. The pupil accounting secretary is assisted by the ESL teacher and the Parent Coordinator to conduct informal oral interviews in English. Multilingual paraprofessionals, as well as members, of the School Based Support Team are present to assist with translation, when necessary. The experienced, certified ESL teacher completes the school portion of the HLIS and determines the students eligible for the LAB-R. Within the first ten days of registration, nineteen students were tested; sixteen in kindergarten, one first grader, one second grader, and one fifth grader. Of these seven students scored above the cut score and received the Appendix E letter. Parents of entitled students were invited to attend a parent orientation on September 29, 2010, hosted by the ESL teacher and Parent Coordinator. In addition, the ESL teacher evaluates the results of the NYSESLAT administered in Spring 2010 in order to determine appropriate instructional placement. The majority of students are more proficient in listening/ speaking. Consequently, instruction will heavily concentrate on strengthening reading and writing skills for those students, while additional support will be provided to others needing to improve speaking and listening comprehension. Parents are informed via Appendix G of continued entitlement, and six students are proficient received Appendix H letter of non-entitlement.
2. Parents of newly enrolled ELLs attend the Parent Orientation, during the month of September. At this time, all three program choices are fully explained by the ESL teacher. Multilingual staff assists with translation. The Orientation Video for Parents of English Language Learners is presented in the applicable languages. Questions are welcomed. Parents are made aware and encouraged to avail themselves of all DOE resources. In response to parental requests, the ESL teacher displays some of the instructional materials employed at P.S. 155.
3. After viewing the video, the Parent Survey and Program Selection forms are distributed in the necessary languages. Staff, when requested, assist parents in completion. For parents unable to attend, telephone calls are made to explain the process and the Parent Survey is sent home for completion. The ESL teacher logs the letters and makes note of parent choices, as they are returned. Parents exclusively request the Freestanding ESL program at P.S. 155 and reject both the Transitional Bilingual, and Dual Language options.
4. The completed Parent Survey and Program Selection forms indicate that parents want their children to remain at P.S.155 and receive Freestanding ESL. Administrators, members of the School Based Support Team, multilingual staff, and parent volunteers also consult and communicate with parents, in their native language, if possible.
5. The trend in program choices at P.S.155 for the past five years is the Freestanding ESL model. (2009-2010 100% of nine new enrollees; 2008-2009 100% of ten new enrollees). Parents consistently and repeatedly express that they want their children remain at P.S. 155, their neighborhood school. They are supportive and involved in their child's education.
6. The freestanding ESL program is 100% 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
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)		Special Education	3
SIFE	3	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	43			5			0			48
Total	43	0	0	5	0	0	0	0	0	48

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														0
Chinese														0

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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	4	6	3	3	3								26
Chinese				1										1
Russian														0
Bengali														0
Urdu	2	1	1											4
Arabic			1	1										2
Haitian			1		1									2
French			1											1
Korean														0
Punjabi	1	3	2	1	1									8
Polish														0
Albanian														0
Other		2			1	1								4
TOTAL	10	10	12	6	6	4	0	48						

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.

Paste response to questions 1-4 here

Part IV: ELL Programming

1. The ESL program is organized as a Pull-Out model. At times, however, in collaboration with the classroom teacher, the ESL teacher pushes-in to facilitate ELLs with specially targeted instruction. The program model is generally heterogeneous of mixed proficiency levels.

2. For the most part, the principal tries to organize each grade so that there are three to five ELLs in the same class. This enables ESL groups to be arranged more efficiently and provides additional peer support within the general classroom context. As per CR Part 154, at times, there are multi-graded groups of two contiguous grades. This ensures that Beginning and Intermediate students receive 360 minutes of ESL instruction per week; Advanced students receive 180 minutes of ESL instruction per week. The classroom teacher provides ELA instruction via the mandated literacy block.

3. The ESL program at P.S. 155 is based on the New York State Core Curriculum for English as a Second Language. Its primary objective is to enable students to achieve English language proficiency as quickly as possible. The curriculum is designed to address the academic and linguistic needs of all levels of English language learners. All ELLs are afforded educational and instructional opportunities to foster their success. The ESL program is designed to intensify instruction in a variety of modalities that include: Total Physical Response, the notational/functional approach, the natural language approach, the content based approach, and the language experience approach. Literacy and oral language instruction are integrated from the earliest language learning experiences. Children are provided simultaneous access to English oral language development, comprehensive literacy instruction, and standards-based content area information. The curriculum is aligned to the America's Choice model, and incorporates a balanced literacy approach that includes listening, speaking, reading, and writing in every component. The workshop model is based on focused teaching and provides the necessary scaffolding critical to the instruction of English language learners. The scaffolding for ELLs requires developing literacy through meaningful conversation, teaching skills through contextualized instruction, building vocabulary through authentic experiences, activating schema, and building background knowledge. The workshop model establishes routines and rituals that provide predictability for ELLs, The reading workshop model involves read-alouds, shared reading, and shared-to-guided reading unique to ELLs and independent reading. In addition, students are engaged in authentic writing experiences in order to learn how to write and to be writers who naturally and comfortably use the writing process. Additionally, instruction is organized around themes and is based primarily on Rigby's "On our Way to English" program that supports ESL methods by providing visual aids that link expressive language. Students reuse and recycle the vocabulary and concepts they learn for simultaneous instruction in language, literacy, and content. The linguistic context is amplified and there are many classroom activities on the same topic. Text re-presentation encourages students to recreate content in different genres (i.e. poster, cartoon, etc.) Pearson Longman's "Newcomer Phonics" and "Fast Track Phonics" offer a collection of illustrated phonics activities. They follow a careful progressive sequence, using high-frequency words in context. Throughout all the grades, there is a major focus on Longman's "Cornerstone." This new program is also organized around thematic units that introduce a Big Question, as a starting point for building understanding of key concepts and vocabulary. All the readings, in a variety of genres, develop academic skills logically and systematically in a clear and consistent sequence. Hampton Brown's "English at Your Command" strengthens grammatical structures and correct word usage. "Journeys: English Language Learning through ELA and Science," published by Rosen Classroom Books and Materials is uniquely designed to integrate English language proficiency levels with science content standards. It provides the guidance in differentiating instruction for ELLs based on the commonly used set of descriptors of English proficiency levels. Also, Rigby's "Theme Packs for English Language Learners" addresses literacy-learning and language-learning, specifically through informational science and social studies books. It provides reading materials across literacy levels and supplies strategies for using those materials across a range of language acquisition stages. Option's "Language for Learning" is another effective program for third through fifth grade that builds content area and academic vocabulary in science and social studies. Pearson's "Quick Reads", and Benchmark's "Readers Theater for Fluency and Comprehension" are utilized. "Everyday Mathematics" (McGraw Hill), used in all classrooms, provides strong ELL support through myriad differentiation activities that contain purposeful activities to scaffold math concepts with visual references and concretize connections to math concepts, and vocabulary. In addition, the ESL teacher, in small-group instruction, supplements both math and reading skills through fiction and nonfiction stories that provide content through which mathematical concepts, patterns, problem solving, and real-world contexts may be explored, in Options "The Math and Literature Connection." Finally, supplemental materials both commercially and personally produced, are adapted for the ESL classroom. All instruction is based on New York State "English as a Second Language" standards. Lessons are always crafted to enable students to use English to communicate in social settings, to use English to achieve academically in all content areas in the classroom, and to use English in socially and culturally appropriate ways.

4. At present, there is no instructional plan for SIFE because there are no students in this category. Newcomer ELLs, are always given an orientation via a guided walk, throughout the building to familiarize them with P.S. 155. They first learn the basic interpersonal communication skills necessary for navigating through the school day with teachers and classmate in a comfortable safe way. Rigby's "English in my Pocket" and Readers Theater "Nursery Rhymes and Songs" are among the instructional tools. ELLs with less than three years in U.S. schools are provided with intensive oral/aural language activities to secure listening/speaking skills. Longman's "Children's Picture Dictionary" and Options "Hit the Ground Running" which explores common English idioms, Curriculum Associates Series (Willie MacGurkle), and Poetry Power ESL are effective resources to this end. For students not exempt from the ELA, intensive tutorials using Options "Just Right Reading" and ELA Kaplan Strategies emphasize reading comprehension skills such as finding the main idea, recalling facts and details, understanding sequence, recognizing cause and effect, comparing and contrasting, making predictions, finding word meaning in context, drawing conclusions and making inferences, distinguishing between fact and opinion, identifying the author's purpose, interpreting figurative language, and character analysis. For ELLs receiving between four to six years of service, most typically reading comprehension difficulties impede progress. Therefore, a variety of additional support is provided via use of computer programs such as, Voyager's "Ticket to

Read”, and “Uptown Education.” The writing process involving brainstorming, drafting, revising, editing, and publishing enables more advanced to hone their writing skills. At the same time, they practice correct grammar, syntax, and standard usage. At present, the only one long-term ELL is a fifth grader who has previously been held over in a lower grade. Although proficient in listening/speaking, she is advanced in reading/writing Additional support through supplemental services and “Study Island” is provided. ELLs identified as having special needs, are fully integrated with general education students in ESL groups. They receive the same instruction, with extra scaffolding support through semantic maps, graphic organizers, modeling strategies, think-alouds, and realia. A wide range of texts at different reading levels on the same topic expose more challenged learners to the same vocabulary. This helps them retain more textual and visual memory. “Foundations” by Wilson strengthens phonics and readings skills. Expectations for these students are the same as for the general population; that they develop into active independent learners.

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?

Paste response to questions 5-14 here

5. There are targeted intervention programs for ELLs at P.S. 155. On the early childhood level. Small groups utilize Scott Foresman’s “My Sidewalks on Reading Street.” In grades 3-5, academic intervention specialists working in small-groups, which may also include ELLs, use the Wilson Reading System, Houghton-Mifflin’s “Soar to Success,” Pearson’s “Quick Reads Fluency Program,” and “Time for Kids: Non-Fiction Readers,” from Teacher Created Materials. In grades four and five, targeted instruction is based on identified needs from the NYS ELA and math tests. Acuity data is also reviewed for instructional strategies. Differentiated instruction for all students incorporates a focus on study skills, such as reading timelines, maps, flow charts, researching, graphing, and charting. Opportunities are provided to develop higher-level critical thinking skills such as, prediction, categorization, classification, summarization, comparison, and analysis. At times, students work in cooperative groups, using accountable talk, to facilitate peer-supported learning and oral/written language development. Intervention services, in English, is provided by support personnel working with students in phonics, decoding, comprehension, as well as basic number sense, computation, and mathematics.
6. ELLs who have reached proficiency on the NYSESLAT continue to receive test accommodations: time and a half, and listening passage read an additional time on the ELA. Where appropriate, in selected areas, they may also work with the ESL teacher.
7. For the school year 2010-11, “ESL Phonics for All Ages” by Eardley Publications, and “Comprehension Connections” and “The Math & Literature Connection” are being introduced.
8. No programs/services for ELLs have been discontinued.
9. ELLs are afforded equal access to all school programs in art, music, physical education, and any after school or supplemental services, such as Saturday Academy, when offered.
10. All students at P.S. 155 make productive use of computer technology, such as “Renzuli”, “Study Island”, “Uptown Education,” “Ticket to Read,” and for personal writing. Parents and students have easy access to pertinent information on ARIS.
11. There is no formal native language instructional support. However, students are typically paired with a buddy who speaks their language to assist with translation, when necessary. The school also has available dictionaries in multiple languages such as Spanish, Urdu, Bengali, Hindi, Haitian Creole, and Chinese. The ESL library also has a selection of Spanish books.
12. Required services support and resources correspond to ELLs’ age and grade levels, as determined by data, and teacher assessment, in collaboration with the administration, school based support team, and academic intervention specialists.
13. At present, there are no activities at P.S. 155 to assist newly enrolled ELL students before the beginning of the year. However, the ESL teacher assists in registration in order to facilitate the early identification of ELLs correctly. Parents are provided with assistance and guidance in the process. They are directed on how to access homework translation services and meet with the parent coordinator.

14. No language electives are offered.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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.

Paste response to questions 1-3 here

D. Professional Development

1. After attending all professional development liaison meetings provided by CFN #531, the ESL teacher turn-keys to the administration. Relevant information is presented at staff conferences and grade meetings. The ESL teacher provides further informal support to classroom teachers of ELLs. The school has an extensive professional library, which includes: "The Learning Strategies" by Chamot, et al; "English Learners in American Classrooms" by Crawford and Krashen; "English Learners: The Essential Guide: by Freeman; "Side by Side Learning: by Edelsky et al.; "Teaching English Language Learners" by Samway and Taylor; "Literacy-Building Interview Activities for English Language Learners" by Maitland; and "Easy Ways to Reach & Teach English Language Learners" by SchifferDanoff.
2. P.S. 155 staff, including classroom, and ESL teacher, School Based Support Team members, and administration provide support to assist ELLs as they transition to middle school. In particular, the guidance counselor articulates with the sixth grade counterparts and ELL pedagogues when she hand delivers all student record cards. She then conferences as to the child's current status, and makes appropriate recommendations. Parents are also involved and notified.
3. The minimum 7.5 hours of ELL training for all staff is provided by the network. The ESL teacher is also available, on site, to conduct professional development.

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?

Paste response to questions 1-4 here

E. Parent Involvement

1. The ESL teacher, as a member of the professional development team, collaborates with the team to address the needs of the ELL population, both parents and children. Parents of newly enrolled ELLs are provided an orientation session on the State Standards, assessments, school expectations, and general program requirements for the free-standing ESL program. School related information is distributed to the parents of ELLs in English and when necessary, the languages they speak, mainly Spanish, Haitian Creole, Chinese, Punjabi, and Urdu. Multilingual report cards are also available. The ESL teacher addresses the School Leadership Team to engage the Parent Component in the mandates of the No Child Left Behind and State Education Department.
2. The school partners with the NYC DOE, local agencies, and community organizations to provide workshops and services to ELL parents. The ESL teacher has ongoing communication with the administrators, Parent Association, as well as the Parent Coordinator to address parental concerns.

3. The needs of the parents are continuously evaluated by the administration, the School Based Support Team, and teaching personnel. The Parent Coordinator conducts parent meetings and workshops. The agenda is jointly determined. Translated versions of school letters and notifications are sent home. Teachers are also provided with report cards in translated versions. Translators assist at parent/teacher conferences to facilitate communication.

4. Parental involvement activities address the needs of the parents because they are based on the responses to the parent component of the School 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)	4	4				1								9
Intermediate(I)	2	6	3	2	3	1								17
Advanced (A)	4	1	8	4	3	2								22
Total	10	11	11	6	6	4	0	0	0	0	0	0	0	48

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	4	2			6
5	1	2	1		4
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
4	1		4		1				6
5			4						4
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	1		2		1				4
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									0
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 Government				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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.

Paste response to questions 1-6 here

Part IV: Assessment Analysis

B. Analysis of data, etc.

1. M-Class reading (DIBELS) is the primary formal assessment used to assess the early literacy of all students. Of the eleven current first grade ELLs, 45% are below the benchmark; 27% are approaching the benchmark; and 27% have already met the benchmark. Of the eleven current second grade ELLs, 18% are below the benchmark; 27% are approaching the benchmark; and 54% have already met the benchmark. These The data reveals that some children will benefit from intensive reading intervention, especially in phonemic segmentation and oral reading fluency. Technology support through "Reading A to Z", and Scott Foresman's "My Sidewalks on Reading Street: are two such interventions. Embedded into the Rigby "On Our Way to English" and Lonaman "Cornerstone" are both oral and written assessments.

same level for both strands; while 83% scored Proficient on the listening/speaking strand. In grade four, 50% are Intermediate; 50% are Advanced. 17% scored higher on the reading/writing strand; while 83% scored higher on the listening/speaking strand. In grade five, one child is a new arrival to the U.S. and as yet speaks no English. The other students include 33% who are Intermediate; 67% are Advanced. 100% scored higher on the listening/speaking strand.

3. With one exception, these findings support professional research in language acquisition. ELLs require additional support in the content areas involving reading comprehension, academic vocabulary and language, and writing skills. The implications for instruction indicate that Beginners, most typically, early childhood grades, need immersion in listening and speaking. Intermediate and Advanced students need continued scaffolded instruction in the modalities of reading and writing. Classroom teachers, having received the mandated ESL methodology training, utilize these strategies in teaching ELLs. This is also facilitated during the Readers and Writers workshop. There is ongoing articulation with the ESL teacher, who further implements appropriate aspects of the curriculum during ESL small-group instruction. As per CR Part 154, Beginning and Intermediate students receive the mandated 360 minutes per week that include ELA and ESL instruction. Advanced students receive 180 minutes ESL instruction per week, and 180 minutes ELA instruction in their classroom setting.

4. The patterns across proficiencies and grades for students in Acuity assessment reveal that 11% are below the benchmark, 22% are approaching the benchmark, and 66% have met the benchmark. This measure is consistent with other data.

5. N/A

6. The success of the P.S. 155 small group pull-out ESL program is determined by a review of the NYSESLAT scores over previous years, as well as student performance on other assessments, such as Acuity and ELA. In 2008, twenty-two students took the NYSESLAT: 41% Beginners; 32% Intermediate; 18% Advanced; 9% Proficient. In 2009, thirty-six students took the NYSESLAT: 33% Beginners; 25% Intermediate; 39% Advanced; 2% Proficient. In 2010, forty-six students took the NYSESLAT: 8% Beginners; 35% Intermediate; 44% Advanced; 13% Proficient. The pattern indicates that even as the ESL population has increased each year, less students are Beginners and most students are Advanced. In 2010, 13% were proficient. Positive gains on other formal assessments are also an indicator that the students are achieving overall and the ESL program is successful. The mission at P.S. 155 is to continue to provide quality instruction that develops competent English speakers, prepared to engage the world, as learners and citizens.

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.

Paste additional information here

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		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 155					
District:	27	DBN:	27Q155	School		342700010155

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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	72	71	54		94.3	94.9	94.0
Kindergarten	82	105	110				
Grade 1	98	92	109	Student Stability - % of Enrollment:			
Grade 2	85	95	92	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	84	88	92		89.5	91.6	93.5
Grade 4	108	87	85				
Grade 5	90	100	75	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		68.6	94.7	93.5
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		3	14	17
Grade 12	0	0	0				
Ungraded	0	0	1	Recent Immigrants - Total Number:			
Total	619	638	618	(As of October 31)	2007-08	2008-09	2009-10
					4	0	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	24	24	22	Principal Suspensions	6	0	4
# in Collaborative Team Teaching (CTT) Classes	11	19	26	Superintendent Suspensions	2	0	0
Number all others	15	19	21				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	50	49	46
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	12	12	7
# receiving ESL services only	45	51	TBD				
# ELLs with IEPs	7	11	TBD				

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

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	2	4	8

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	90.0	87.8	95.7
				% more than 5 years teaching anywhere	82.0	81.6	93.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	2007-08	2008-09	2009-10
American Indian or Alaska Native	0.8	1.1	2.6	% core classes taught by "highly qualified" teachers	87.2	100.0	100.0
Black or African American	40.1	35.4	35.4				
Hispanic or Latino	24.4	24.0	22.2				
Asian or Native Hawaiian/Other Pacific	32.3	36.1	37.2				
White	1.6	1.9	2.3				
Male	50.7	50.6	51.9				
Female	49.3	49.4	48.1				

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:	NR				
Overall Score:	31	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	17.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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