



THE HENRY M. BOEHM SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 31R055

ADDRESS: 54 OSBORNE STREET, STATEN ISLAND NY 10312

TELEPHONE: 718-356-2211

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 55 **SCHOOL NAME:** Henry M. Boehm School

SCHOOL ADDRESS: 54 Osborne Street, Staten Island, NY 10312

SCHOOL TELEPHONE: 718-356-2211 **FAX:** 718-356-0114

SCHOOL CONTACT PERSON: Sharon B. Fishman **EMAIL ADDRESS:** Sfishma4@schoo
ls.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Laura Mancino & Edward Vaccaro

PRINCIPAL: Sharon B. Fishman

UFT CHAPTER LEADER: Courtney Gill & Nicole Puglia

PARENTS' ASSOCIATION PRESIDENT: Kristina Albano

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** 604

NETWORK LEADER: Greg Jaenicke

SUPERINTENDENT: Erminia Claudio

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
Sharon B. Fishman	*Principal or Designee	
Nicole Puglia	*UFT Chapter Chairperson or Designee	
Kristina Albano	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Julia Lucchese/Mary Galante	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Edward Vaccaro	Member/SLT Co-Chairperson(Teacher)	
Jessica Denora	Member/Teacher	
Laura Mancino	Member/SLT Co-Chairperson (Parent)	
Michelle Schiefer	Member/Secretary	
Michael Reilly	Member/Parent	
Susan Strahm	Member/Parent	
Denise Pacheco	Member/Parent	
Maria Emanuel	Member/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

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.

Public School 55 is a 705 student, pre-kindergarten to fifth grade elementary school in Staten Island, NY. PS 55 services families in all socio-economic levels. There are 27 heterogeneously grouped general education classes of which 6 are Cooperative Team Teaching (CTT) model classes, one on each grade level, K-5. There are three self-contained, special needs classes, a 12:1:1 K/1, and ½ as well as a 12:1 4/5. There is an English Language Learners (ELL) program for all grades. Grade five is departmentalized in the following subjects: reading, writing, math, social studies and science. Students are mainstreamed from the self-contained classes where appropriate. All students participate in trips, assemblies, special events and programs. General education pupils participate in Unified Sports programs. PS 55 hosts the annual District 31 Special Education Dance Festival as well as Unified Games.

The Vision for P.S. 55's school community is to provide an exciting and enriched curriculum in literacy, math, science, social studies, arts, physical education, technology and social programs that will prepare students, teachers and parents for the challenges they will encounter in our complex world; subsequently allowing us to improve our school performance and progress, and excel in our community. Our Mission is - Through an exciting world of learning, we create a passion for life long learning and success for all community members.

Instruction in English Language Arts (ELA) includes a Balanced Literacy Approach which consists of independent/paired reading, read aloud, shared reading, guided reading, word/vocabulary study, literacy centers, literature circles, writer's workshop, and teacher/student reading and writing conferences. A 90-minute literacy block continues. Classroom libraries, Good Habits, Great Readers, Fundamentals of Writing National Geographic, Orbit Reading, Book Treks, Time-for-Kids, Exploring Non-Fiction and test preparation materials support our integrated curriculum. Remedial programs such as Lexia, Great Leaps, Foundations, Wilson, LindaMood Bell, Earobics, Headsprout, Sidewalks, LLI Reading, and the Renzulli Learning Enrichment Program are used.

Everyday Mathematics, supported by Math Steps, is used for all math instruction. A 60-minute math block for grades K-2 and a 75-minute block for grades 3-5 will be scheduled. Moving with Math is the remedial program used to support the students' growth.

The science program focuses on a "hands on" inquiry based workshop model whereby students actively participate in their own learning and are provided with opportunities that incorporate scientific thinking. Our program is aligned with the State, so students will gain knowledge of science concepts and improve their understanding of the complex scientific world. The school has two full-time science clusters that serve K-5. Both utilize a Foss and Harcourt Brace-Blended Program, Measuring Up Test Preparation, grade level text books and non-fiction books to support instruction. Science Fairs grades 3, 4, 5 are held yearly. A close collaboration is enjoyed between the school and community groups such as High Rock Park, S.I. Zoo, Blue Heron and Great Kills Park.

The N.Y.S. Core Curriculum for Social Studies is followed in grades K-5. Basic concepts, geography, document-based questioning and research are the main focus of our upper grade program. All students are involved in several authentic research projects during the year. The visual art teacher, computer media specialist, classroom teachers and cluster teachers collaborate on designing units of study, research projects and interdisciplinary thematic units. The social studies program by Houghton Mifflin Harcourt Brace is used in grade 3,4 and 5. Our 5th grade social studies program uses project based learning, allowing students to choose activities and projects that align with their learning styles and interests.

Technology is infused into all curriculum areas through the use of classroom computers, laptops, Smartboards and instruction by the computer media specialist. Software and professional development for teachers give students more opportunities to use technology to enhance, support and demonstrate their learning.

Physical Education classes are taught by a licensed physical education teacher. All children in grades K-5 are involved in a rigorous program which includes organized sports, games, yoga and dance. Special needs children attend adaptive physical education classes. Students in grades 4 and 5 (including special education and ELLs) participate in field day. Students in grades K-3 participate in the dance festival. Students in grades 4 and 5 participate in the Jump for Heart Program to raise money for the American Heart Association. The entire school participates in the March of Dimes Walk-A-Thon. A health cluster in grades K-2 teaches the students about healthy living and making good choices.

PS 55 has a well developed arts program. Students play the recorder and learn to read music in grades K-3. Literature is infused into the music curriculum. Our program includes a 4th grade band, a 5th grade band, a string program and chorus. Students receive instruction in visual art in all grades. Residencies in dance and theatre will be conducted this year. Fifth grade students participate in ballroom dancing and 4th grade hosts a theatre production in Social Studies. In addition, we have added a dance and drama program in grades k-5. Both programs are literacy based, integrating literacy and social studies throughout the curriculum. The NYC Blueprint for the Arts is embedded in all arts programs.

Academic Intervention Services (AIS) are provided to meet the needs of students who require additional assistance to achieve state standards in ELA and mathematics. Intensive guidance and support services are provided to students who are experiencing difficulty with issues at home and in school that impact their ability to achieve academically. All grade 3-5 students performing at Levels 1 and 2, and early childhood students deemed to be at risk, including students in special education and ELLs, receive appropriately targeted services. Teachers work with students in grades K-5 in small group settings during the extended day program, as well as during the Self-Sustaining After School Program both for AIS and enrichment. Learning Leaders are utilized as a vital part of the tutoring program during the school day.

Professional development is coordinated by a Professional Development/Instructional Team, which includes the Principal, Assistant Principal, grade leaders, and selected staff, who combine ideas on effective professional development for teachers. Rigorous instruction, differentiation, curriculum/lesson development and the use of data to inform instruction are the primary focus of the Instructional Team. The team meets regularly to reflect and refine school-based practices and up-date the professional development plans.

PS 55 incorporates a view of continuous improvement, a data-driven approach to improving student performance using item skills analysis and student work assessment to identify and address student opportunities and target areas for growth. Ongoing assessments both formal and informal, utilizing ARIS, Acuity, Performance Series, and the TCRWP assist us in meeting and exceeding the state performance standards.

At PS 55, we recognize that families and community members are a vital part of students' academic and social success. We consider family involvement an essential ingredient for a successful educational program. The school's parent coordinator focuses on promoting parent involvement, implementing attendance plans, and integrating school and community resources. Workshops for parents are organized on a variety of topics such as ARIS, Everyday Math and literacy strategies and are conducted in conjunction with staff. Communication is encouraged among parents and school personnel through weekly e-mails. The parent coordinator is the site manager of our school web site www.ps55.org <<https://mail.nycboe.net/exchweb/bin/redirect.asp?URL=http://www.ps55.org/>> .

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	33	34	28		94.4	94.7	94.1		
Kindergarten	101	103	113						
Grade 1	107	114	109	Student Stability: % of Enrollment					
Grade 2	105	112	119	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	126	108	119		96.9	97.9			
Grade 4	126	108	105						
Grade 5	124	129	109	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		13.1	13.7	23.3		
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		2	0	3		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	703	705	703		1	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	16	16	25	Principal Suspensions	4		0		
No. in Collaborative Team Teaching (CTT) Classes	54	56	53	Superintendent Suspensions	1		0		
Number all others	46	39	53						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	10	10	11	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	1	1	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	48	50	54
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	14	13	12
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	6	7	20
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	95.8	98.0	99.0
American Indian or Alaska Native	0.3	0.6	0.3	Percent more than two years teaching in this school	81.3	82.0	90.0
Black or African American	0.8	0.4	0.6	Percent more than five years teaching anywhere	64.6	64.0	90.0
Hispanic or Latino	7.2	5.1	5.0				
Asian or Native Hawaiian/Other Pacific Isl.	5.0	4.7	4.6	Percent Masters Degree or higher	88.0	88.0	95.0
White	86.6	88.7	88.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.8	100.0	100.0
Multi-racial							
Male	50.1	48.9	49.9				
Female	49.1	51.1	50.1				

2009-10 TITLE I STATUS				
<input 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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	NR
Overall Score	62.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.3	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	17.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	36	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Based on the needs assessment and data analysis conducted by several members of our inquiry team, the area of greatest need is short and extended responses in both literacy and math. We have also identified several key opportunities in both reading comprehension and math.

After reviewing the results of the NYS Standardized Test scores in ELA of individualized students in grades 3-5, and the results of the progress report, 65.2% of our students met the state standards a decrease of 27.5%. In addition, we are not performing as well as our peer horizon group. Critical analysis (making predictions and elements of character, plot, and setting to understand the author's purpose) and information and understanding (main idea, written directions and procedures, making predictions and drawing conclusions) were two opportunity strands across the grades. Phonics and high frequency words are a concern in grades K-2. In addition, our girls performed significantly higher than our boys in ELA.

In math, 78% of our students met the state standard, a drop of 20% from the year before. Number sense and operations was an opportunity strand across the grades. Teacher teams have analyzed the item analysis for the grade and their individual students identifying additional instruction needed as a grade, as well as for individual students. In addition, we have identified that our students with disabilities performed lower (12%-20%) than our general education students.

We continue to use a comprehensive needs assessment using TCRWP, Periodic Assessments, portfolio assessments, and teacher observations to identify students in need of intervention. These students will receive support from SETSS, and an IEP teacher. Our ESL teacher will continue to focus on the implementation of new strategies and use specific materials that support the core curriculum. Our special education teachers have been provided with professional development focused on special strategies (Wilson, Foundations and Lindamoodbell) to improve differentiated instruction for our special needs and at risk students. We have a CTT class on each grade to support our goal to provide opportunities for mainstreaming students with special needs.

Professional development is continuously provided in ARIS and assessing student work so teachers can analyze data and form differentiated activities to meet their student's needs. Common planning meetings for each grade will focus on data discussions and team planning

to improve the level of instruction and expectations across the grades. To establish continuity and provide a framework for rich instruction in literacy, Good Habits, Great Readers and Writing Fundamentals programs are being used across the grades. As the new Common Core Standards are rolled out, a more rigorous literacy program is being designed by individual grade teams.

We are proud of our extensive enrichment throughout the arts program. A full time music teacher, F-status art teachers, outside organizations, and classroom teachers provide visual arts and performing arts programs to all students. Renzulli is a school enrichment program that distinguishes our school in the community. All arts programs conduct concerts, plays and shows with parental involvement.

- Band – grades 3 and 4
- Chorus – grade 3
- Recorders – grade 2
- Music appreciation – grades K and 1
- Keyboard – 12 students
- Ballroom Dancing – grade 5
- Historical Theatre – grade 4
- Classroom Performances – all grades
- Violin – Grades 3-5
- Visual Arts – grades K-4
- Dance K-5
- Drama K-5

Additional enrichment programs are also offered before and after school. United Activities unlimited is an after school program available at our school.

There are two significant barriers affecting our schools continuous improvement:

- The school is operating at 116% capacity. As a result student progress in the upper grades is a significant challenge with such a large class size. Our third and fourth grade registers have over 30 students per class.
- This year the school budget cut has had an impact on professional development, AIS, and new programs. We are not able to fund a much needed coaching position to assist in developing teachers and improving instruction. We do not have additional AIS for students at risk other than extended day.

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.

Goal #1 - To improve student performance in literacy as indicated on the 2010-2011 New York State English Language Arts Assessment. By June 2011 - 72.7% of our students in grades 3-5 will perform at level 3 or 4). Working in grade teams 4-5 days each week, teachers will use data to identify performance patterns and trends and design lesson plans that differentiate instruction to meet the student's needs and improve academic rigor. Grade Inquiry Teams will meet once a week to analyze data and assess student work, patterns and trends and discuss their targeted group of student's progress and readjust strategies as needed to ensure academic success. Students will complete a reading comprehension assessment (TCWRP) 3 times (beginning, middle and end of the school year) to identify students at risk for intervention, as well as monitor literacy progress. Reading and writing curriculum maps will be designed on a month to month basis by each team. Curriculums will be evaluated and adjusted to meet the needs of the students as well as to add more rigor in the form of higher level questioning and culminating projects. Curriculum maps will reflect the new Common Core Standards in reading and writing.

Goal #2 - To improve student performance in math as indicated on the 2010-2011 New York State Math Assessment. By June 2011 - 83.4% of our students in grades 3-5 will perform at level 3 or 4. Working in grade teams 4-5 days each week, teachers will use data to identify performance patterns and trends and design lesson plans that differentiate instruction to meet the student's needs and improve academic rigor. Math curriculum maps will be designed on a month to month basis by each grade team. Curriculum will be evaluated and adjusted to meet the needs of the students as well as to add more rigor in the form of higher level questioning and application of learned skills in solving complex problems. Curriculum maps will reflect the new Common Core Standards in math.

Goal #3 - To improve student attendance as indicated on end of the year ATS reports and 2010-2011 Progress Report. By June 2011 – Student attendance will be 95% or higher. Students with 100% attendance will be recognized on a monthly basis with a certificate and their name on the 100% attendance board. Calls will be made by daily School Messenger to the homes of absent students to inform the families that their child was absent from school. School spirit days will be scheduled monthly (on Friday). Go Green Day will be scheduled 3 times to coincide with the day before a holiday or vacation. An end of the year lunch will celebrate the students and their families with 100% attendance. Weekly and monthly ATS reports will be printed by pupil secy. and displayed for entire learning community to see.

	<p>literacy progress. Students at risk will attend extended day intervention. Reading and writing curriculum maps will be designed on a month to month basis by each team. Curriculums will be evaluated and adjusted to meet the needs of the students as well as to add more rigor in the form of higher level questioning and culminating projects. Curriculum maps will reflect the new Common Core Standards in reading and writing.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Inquiry teams are meeting as part of their extended day. An SBO was approved in the Spring of 2010 for this time. There are no additional funding sources.</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>Progress will be measured by:</p> <ul style="list-style-type: none"> • Three TCRWP benchmark assessments will evidence students' growth, meeting or exceeding grade levels in reading comprehension. • Predictive assessments taken 2 times before the state assessment showing student achievement and needs. NYS ELA results. • Evidence of success on 2010-2011 Progress Report.

Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve student performance in math as indicated on the 2010-2011 New York State Math Assessment. By June 2011 - 83.4% of our students in grades 3-5 will perform at level 3 or 4.</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>In addition to the Everyday Math Program instruction, math enrichment will be given to each student in grades 3-5 by a whole class math teacher. Math AIS will be given to all students at risk during our after school extended day program. Math test prep after school program will be offered one day per week to all students in grades 3-5 March – May, 2010.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>No additional funding sources are needed.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Progress will be measured:</p> <ul style="list-style-type: none"> • Interim assessments • Everyday Math unit assessments • NYS Math Assessment results. Evidence of success on 2010-2011 Progress Report

Attendance

Subject/Area (where relevant): _____

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve student attendance as indicated on end of the year ATS reports and 2010-2011 Progress Report. By June 2011 – Student attendance will be 95% or higher.</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>Students with 100% attendance will be recognized on a monthly basis with a certificate and their name on the 100% attendance board. Classes with 100% attendance will be recognized each morning during announcements.</p> <p>Calls will be made by daily School Messenger to the homes of absent students to inform the families that their child was absent from school.</p> <p>School spirit days will be scheduled monthly (on Friday).</p> <p>Go Green Day will be scheduled 3 times to coincide with the day before a holiday or vacation.</p> <p>An end of the year lunch will celebrate the students and their families with 100% attendance.</p> <p>Weekly and monthly ATS reports will be printed by pupil secy. and displayed for entire learning community to see.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>No additional funding sources are needed from this years budget. The end of the year award will be gifted by the PTA.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Progress will be measured by:</p> <ul style="list-style-type: none"> • Weekly and monthly ATS reports • End of year Attendance report • 2010-2011 Progress Report

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Progress will be measured by:</p> <ul style="list-style-type: none"> • Attendance sheets from school wide professional development workshops, evidence of turn key to team members after off site professional development • Inquiry space – community information from each inquiry team • Observations showing evidence that 80% of the instructional staff is meeting or exceeding expectations of : using data to inform instructional decisions, differentiation that meets the needs of all students, academic rigor, use of Bloom’s Taxonomy for higher level thinking questions, and evidence that their students have met the learning objectives • Lesson plans showing evidence of data used, differentiation, academic rigor • Student work showing evidence of academic rigor • Student work showing evidence of effective conferencing and comments with achievements and next steps • Conferences with individual and groups of students who can articulate their success and their next steps • One year of progress made by 75% of the targeted students in grades 4 and 5 as indicated by the ELA and Math state assessments. 75% of the targeted students in grade 3 score level 3 or 4 on the state ELA and Math assessment.
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REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	15	8	N/A	N/A	0	1	0	0
1	19	10	N/A	N/A	0	1	0	0
2	20	6	N/A	N/A	0	0	0	0
3	25	9	N/A	N/A	0	1	0	0
4	24	10	0	N/A	0	2	0	0
5	19	11	0	N/A	0	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Extended day – tutoring – all grades -AM & PM sessions. Instruction provided to small groups of students by teachers. AIS- during the school day-Primary Grades (K-2) LLI trained teacher – small group daily – 30 minute sessions. Foundations- teacher -3/4 times a week small group – 30 minute session. Great Leaps – Learning Leaders – daily 1:1 – 10 minutes. IEP Teacher- Station teaching – AIS CTT small group Upper Grades AIS Class Reduction Teacher- 4 times a week small group (Gr. 3&4) Wilson – Grades 3,4,5 – small group 3-4 times
Mathematics:	AIS Math-Moving with Math primary grades 3 times a week small group. Extended day- tutoring Upper grades-Class reduction AIS math daily- small groups- Performance series. All Grades- At risk with SETSS Teacher. AIS – Social Worker 2x- small group- social skills. AIS- School Psychologist- Crisis intervention- small group
Science:	AIS Science is addressed in the ELA program through reading in the content area. The schedule is the same as above. Teachers utilize a variety of support materials and non-fiction books.
Social Studies:	AIS Social Studies is addressed in the ELA program through reading in the content area. The schedule is the same as above. Teachers utilize a variety of support materials and non-fiction books.
At-risk Services Provided by the Guidance Counselor:	N/A
At-risk Services Provided by the School Psychologist:	The Psychologist provides one on one service to students weekly or as needed.
At-risk Services Provided by the Social Worker:	The Social Worker provides small group, one on one service weekly or as needed.
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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

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

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

Section I. Student and School Information

Grade Level(s) K - 5 Number of Students to be Served: 7 LEP 0 Non-LEP

Number of Teachers 2 Other Staff (Specify) Principal and Parent Coordinator

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.

PS 55 will offer an after-school ESL Enrichment program for all currently enrolled ELLs and former ELLs within the schools' grades K through 5th, that is also extended to the parents of the ELLs. The program will run twice a week for 10 weeks, for 1.5 hours each time. The program is open to and encourages the participation of all ELLs parents to provide the parents with information on how they can help their child acquire English. This program is also helpful for the ELLs parent / caregiver who may also need assistance with acquiring the English language. The language of instruction for the ESL program is 100% English. The ESL programs' planning and management description is created by PS 55s' Principal, Assistant Principal and the fully NYS Licensed ESL teachers. It is executed by PS 55s' Certified ESL teacher, PS 55s' Principal, and an outside NYC Board of Education translator. Instruction is structured to meet the ELLs needs and coincides with the NYC performance and NYS standards and Curriculum. All participants receive instruction as mandated by the Title III, Part A, the Language Allocation Policy, and the No Child Left Behind, and the needs of the participants. This is supervised by the Principal and Assistant Principal, whom also compile assessment data from the ELA scores and ECLAS scores. Data is also compiled and reviewed from the LAB-R and the NYSESLAT scores to aid in the planning and improvement of instruction. Parents and classroom teachers are also encouraged to voice where they feel their ELL children need extra academic help. The program helps LEP students attain English proficiency while meeting State academic achievement standards. The activities help to improve mathematics and are literacy based hands-on instruction, with a focus on the authors Eric Carle, and Patricia Polacco. The participants are read aloud to and asked to discuss the literary piece page by page. This fosters academic based communication. After the reading, the participants are urged to complete a hands on task based on the reading, which is modeled to them by the ESL teacher. They are then prompted to communicate socially in groups while completing the hands on activities. Informal assessment is made by the ESL teacher based on the completion, whether accurately or not, of the hands on task assigned. The rationale for the selection of activities is that this type of instruction fosters social and academic enhancement, while at the same time serving as a bond between student to parent, parent to school, student to school, and student – parent to other student - parent. This program also familiarizes the participants with basic American cultural practices, such as American holidays and norms. Because of its broad grade range target audience, the program greatly allows for social interaction across the age and linguistic barriers. The number of students to be served are all 7 currently enrolled ELLs, and all former ELLs currently in their two year transitional period, as well as the siblings that attend PS 55 and the parents of the same.

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 for the staff responsible for the delivery of instruction to the LEP's and their parents/ caregivers is as follows:

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.

Parents or guardians of students entering PS 55, who are first time registrants to the NYC Department of Education's Public School System are guided through the registration process by the school secretary, Tara DeSane. The primary language spoken by the parent is determined by an informal oral interview in English, conducted by the secretary. When the parent is unable to speak and/or comprehend English, a translator in the parent's language is sought from among our staff (Spanish, Italian, Yiddish) or contacts with our neighboring schools.

After language needs have been determined and met, the parent/guardian completes the Home Language Identification Survey (HLIS), in the language of their choice, with the assistance of a translator, if needed. The HLIS information is entered into ATS. The original HLIS document is maintained in the General Office and a copy added to the student's cumulative record folder. Language needs are noted on the blue emergency cards, housed in the General Office, with copies given to the School Nurse and Classroom Teacher.

The HLIS is an indicator of the student's linguistic skills and based on the HLIS responses, our licensed ELL teacher determines whether or not the student is eligible for the Language Assessment Battery – Revised (LAB-R) exam. Based on the scores of the LAB-R, a student is determined eligible or not, for English Language Services provided by the ESL teacher.

In our Sept 2010 registration, PS 55 had 7 students new to the DOE Public School system eligible for LAB-R testing. Of the 7 students, 5 are English proficient. Based on the needs assessment of the 7 parents, they were all fluent in English and verbalized that they do not require written translation and oral interpretation. All parents were informed that translation and interpretation services are available throughout the school year.

Additionally, we have provisions in place for students who transfer from other DOE schools throughout the school year. The ESL teacher determines the student's LEP status. The parent is sent a written notice advising the parent of the continuation of ESL services. The parent is also informed of the translation and interpretation services available to them. Parents of ELL students are provided with the ESL teacher's contact information (email / school phone number), for assistance with any related matter. In our September 2010 school year commencement, PS 55 had 0 student transfer from another Public School that is an ELL. Had there been any, the child's parents would have been informed that translation and interpretation services are available throughout the school year.

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

The major findings on the written and oral interpretation needs were that the parents of the LEP students in PS 55 benefited from translation services. The findings were reported to the school community by informing the staff and teachers of the special needs of the LEP students so that materials were appropriately translated before reaching the parent. Also, signs in various languages were posted in the main office and lobby, informing the parents that translation services were available to them at PS 55. Furthermore, a Russian speaking teacher from a neighboring New York Board of Education school, has been asked to attend at least one part of two part Parent Teacher Conferences held twice a year. This teacher has also been asked to make herself available for other after-school activities including but not limited to Bed Time Story Night, Math Night, and the ELL After-school Enrichment Program.

Part B: Strategies and Activities

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

PS 55 will incorporate the use of in-house staff or parent volunteers, as well as outside vendors if necessary, to adequately provide written translation services for its parents. All school letters and extra curricular activity notices will be translated into the languages of the LEP student body.

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

Oral interpretation services will be provided by having a staff member or fellow parent fluent in both English and the LEP's first language, as well as outside sources, act as interpreter or mediator for the LEP parent / caregiver.

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>.

The school will continue to fulfill Section VII of Chancellor's Regulation A-663, by updating Parent Information postings in PS 55's main office and lobby, in various languages, notifying the LEP parents / caregivers that translation services are provided for in PS 55. The General Office and Lobby contain a multi-language notice to inform parents that interpretation services are available in eight languages. The DOE Welcome to 2010-2011 School Sign alerts parents that the Parent Coordinator or District Family Advocate are available to assist with translational needs or questions. Translated version of various DEO informational documents and forms are downloaded in languages that meet the needs of our population and school notices are translated in the languages that represent the language needs of the PS 55 community.

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

3. 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 onset of the school year, an ELL Parent Orientation was held. At this time, parents were asked outright by the ESL teacher, which language they preferred to receive school notices and report cards in. The parents all stated that they preferred these documents sent home in the English language. During the Orientation, the parents were given the choice to view the Orientation video in their home language or in English. They all selected English, however, an informal assessment via observation concluded that the parents required translational service due to the fact that they had difficulty understanding the Orientation video in English. Furthermore, the ESL teacher and Parent coordinator conducting the Orientation were asked to repeat themselves when speaking on several occasions throughout the Orientation.

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

The major findings on the written and oral interpretation needs were that the parents of the LEP students in PS 55 benefited from translation services. The findings were reported to the school community by informing the staff and teachers of the special needs of the LEP students so that materials were appropriately translated before reaching the parent. Also, signs in various languages were posted in the main office and lobby, informing the parents that translation services were available to them at PS 55. Furthermore, a Russian speaking teacher from a neighboring New York Board of Education school, has been asked to attend at least one part of two part Parent Teacher Conferences held twice a year. This teacher has also been asked to make herself available for other after-school activities including but not limited to Bed Time Story Night, Math Night, and the ELL After-school Enrichment Program.

Part B: Strategies and Activities

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

PS 55 will incorporate the use of in-house staff or parent volunteers, as well as outside vendors if necessary, to adequately provide written translation services for its parents. All school letters and extra curricular activity notices will be translated into the languages of the LEP student body.

5. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers. Oral interpretation services will be provided by having a staff member or fellow parent fluent in both English and the LEP's first language, as well as outside sources, act as interpreter or mediator for the LEP parent / caregiver.

6. 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>.

The school will continue to fulfill Section VII of Chancellor's Regulation A-663, by updating Parent Information postings in PS 55's main office and lobby, in various languages, notifying the LEP parents / caregivers that translation services are provided for in PS 55.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

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

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - 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.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 055 Henry M. Boehm					
District:	31	DBN:	31R055	School		353100010055

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	34	28	31		94.4	94.7	94.1
Kindergarten	103	113	96				
Grade 1	114	109	115	Student Stability - % of Enrollment:			
Grade 2	112	119	109	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	105	119	121		96.9	97.9	97.5
Grade 4	108	105	118				
Grade 5	129	109	113	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		13.1	23.3	25.6
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		2	0	4
Grade 12	0	0	0				
Ungraded	0	1	1	Recent Immigrants - Total Number:			
Total	705	703	704	(As of October 31)	2007-08	2008-09	2009-10
					1	0	0

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	16	25	18	Principal Suspensions	4	8	3
# in Collaborative Team Teaching (CTT) Classes	56	53	59	Superintendent Suspensions	1	1	0
Number all others	39	53	49				

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	48	50	53
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	13	6
# receiving ESL services only	10	11	TBD				
# ELLs with IEPs	1	1	TBD	Number of Educational Paraprofessionals	6	7	16

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	95.8	98.0	100.0
				% more than 2 years teaching in this school	81.3	82.0	83.0
				% more than 5 years teaching anywhere	64.6	64.0	73.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	88.0	88.7
American Indian or Alaska Native	0.6	0.3	0.4	% core classes taught by "highly qualified" teachers	97.8	100.0	100.0
Black or African American	0.4	0.6	0.4				
Hispanic or Latino	5.1	5.0	7.7				
Asian or Native Hawaiian/Other Pacific	4.7	4.6	4.4				
White	88.7	88.2	86.6				
Male	48.9	49.9	49.6				
Female	51.1	50.1	50.4				

2009-10 TITLE I STATUS

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

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	-	-	-				
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v					
Multiracial	-	-					
Students with Disabilities	v	v	-				
Limited English Proficient	-	-					
Economically Disadvantaged	v	v	-				
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	5.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	3.7	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	0	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	0		
<i>(Comprises 60% of the</i>			
Additional Credit:	2		

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN604	District 31	School Number 055	School Name Henry Boehm School
Principal Mrs. Sharon Fishman		Assistant Principal Mr. Paul Giordano	
Coach		Coach	
Teacher/Subject Area Ms. Torres / ESL teacher		Guidance Counselor Mrs. Arlene Donnelly	
Teacher/Subject Area Mrs. S. Gainer / Teacher		Parent Mrs. N. Dhillon	
Teacher/Subject Area Ms. V. Wright / Teacher		Parent Coordinator Mrs. Liz DeForest	
Related Service Provider Mrs. S. Crocco / IEP Teacher		Other	
Network Leader		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	703	Total Number of ELLs	7	ELLs as Share of Total Student Population (%)	1.00%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- 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 [\[see tool kit\]](#).)
- 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

1. PS 55 follows certain steps in order to identify students who may possibly be ELLs. Initially, parents or guardians of students entering PS 55, as first time registrants to the New York City Department of Education's Public School System are guided through the registration process by the school Pupil Accounting Secretary, Tara DeSane. This registration process includes an informal oral interview in English, conducted by the secretary named above, and translated to the native language of the family when needed. The parent / guardian registering the child completed the Home Language Identification Survey (HLIS), in the language of their choice. In instances in which the parent does not speak English, the parent may be accompanied by an English speaking person, or the school will seek to provide a translator. The HLIS contains questions about the student's linguistic skills. The parent or guardian who completes this form provides information to the school as to whether or not the student speaks a language other than English. Our licensed ESL teacher, Nancy Torres, reviews the HLIS. Based on the answers on the HLIS, Ms. Torres, also our LAB-R coordinator, determines whether or not the student is eligible for the Language Assessment Battery - Revised (LAB-R), exam. Translation assistance is readily available in Spanish by Ms. Torres, Italian by Ms. Babino, Yiddish by Mrs. Goldwasser, and Russian by Mrs. Ushakova - all of which are licensed teachers. Other language translators are sought as needed.

The LAB-R is administered to those students new to the New York City Department of Education which may possibly be ELLs. It accurately measures the students' English language proficiency. Based on the scores of the LAB-R, a student is identified as an ELL or not. English Language Services are then provided by the ESL teacher. Whenever a new student is admitted to PS 55, the school secretary informs the ESL teacher, so that all documentation in the students' permanent record can be checked for LEP status. The ESL teacher also periodically runs a RADP report from ATS to look for new admits. She then checks the Exam History reports available through ATS, for those students that appear on the RADP as having a language other than English. This is done to determine if the students have already tested out for the ESL program. Based on the students' exam history, the ESL teacher can readily identify whether or not the student is an ELL. The records of all ELLs that transition from schools due to grade promotion or relocation are reviewed by the secretary at PS 55, as well as the ESL teacher for supporting documentation to determine the ELLs' participation in the ESL program and also their language proficiency level. Students identified as ELLs are serviced by PS 55s' ESL teacher, who is certified by New York State as a qualified English as a Second Language instructor.

2. The structure implemented at PS 55, to ensure that parents understand all three program choices is a thorough introduction and explanation within a Parent Orientation. This orientation is held within the first ten days of school. A letter is sent to the parents of the children who are identified as ELLs. The orientation is jointly presented by our ESL teacher, and our PS 55 Parent Coordinator, Mrs. Liz DeForest. The three program choices, Transitional Bilingual Education, Dual Language and Freestanding ESL are reinforced with a video, provided by the DOE. The parent has the option to view the video in English or their home language. Parents are informed that if Transitional Bilingual or Dual Language program is chosen, their child will be transferred to a school that offers the specific program. They are also told that school bus transportation services may not be available from the school that offers the programs and that their children's transportation to and from the other school will be the parents responsibility. After viewing the video, a survey is distributed that asks the parents to state the program of their choice for their children's language instruction. Parents are advised that if they do not make a choice, they will automatically be considered as having chosen the Transitional Bilingual Education program as mandated by CR Part 154. Parents that do not attend the orientation are reached via an ESL teacher prepared notice or by telephone and are asked to communicate with the ESL teacher or Parent Coordinator for a time and date in which they may be able to set up a private orientation at PS 55. Parents that reject this offer are then advised by phone either by the ESL teacher or Parent Coordinator. They are provided with verbal information about the three programs and advised accordingly. These parents then make verbal program choices for their children's language instruction, however, these parents are not provided with a survey form.

3. Parents of ELLs that did not test out of the ESL program during the NYSESLAT administration from the previous school year, are also invited to attend the Parent Orientation. These parents are provided with Continued Entitlement letters as well as Program Selection letters. Occasionally, one of the Program Selection letters is not returned to the ESL teacher. As an outreach to the parents, Ms. Torres then sends home another blank Program Selection letter with the student and posts a sticky note on it stating "2nd Notice". In the rare occasion that this second notice is not returned to the ESL teacher within 4 days, Ms. Torres then calls the ELLs' parent to request that the notice be completed and returned. All returned notices are kept in the LAP black-box binder provided by the DOE, and which is kept by the ESL teacher at PS 55.

4. Since PS 55 practices an ESL only program, our ELLs are placed in the ESL program. This program is described thoroughly to the ELLs' parents during the Parent Orientation, telephone or email communication, and if requested, refreshed during parent teacher conferences. Notices to our ELLs' parents are provided to them in the language of their choice as well as in English. Parents of PS 55s' ELLs are provided with our ESL teachers' contact information (phone number and email address) upon being notified that their child is an ELL, and

are encouraged to communicate with the ESL teacher whenever they wish, for assistance with any school related matter. Most of the time, the parents of PS 55s' ELLs are fluent in English and so communication in their Native Language is not always necessary, however, a translator will always be sought if necessary.

5. After reviewing the parent survey and program selection forms for the past three years, we have found that the trend in program choice is the English as a Second Language (ESL) program. In the school year 2008-2009, PS 55 had 11 ELLs of which all 11 parents selected the ESL program. In the school year 2009 -2010, PS 55 had 12 ELLs of which all 12 parents selected the ESL program. In the current school year of 2010-2011, PS 55 has 7 ELLs. Of the seven ELLs, one is an X coded student currently in the fifth grade. Six parents selected the ESL program. The parent of the X coded student did not select any program but agreed to continue servicing their child as we always have.

6. For the past three years, the trend in parents' program choices has been the English as a Second Language (ESL) program, therefore, the ESL program offered at our school is aligned with what parents are requesting. In the event that a selection has not been made by an ELLs parent, then PS 55 will have to advise the parent that the default program selection is the Transitional Bilingual Education program (as per CR Part 154), and that the Transitional Bilingual Education program is not offered at PS 55. The parent will then be advised of a school which does offer the Transitional Bilingual Education program so that they may enroll their ELL at that school.

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	2	4	3	6	3	0	0	0	0	0	0	0	0	18
Push-In	1	3	0	1	0	0	0	0	0	0	0	0	0	5
Total	3	7	3	7	3	0	0	0	0	0	0	0	0	23

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	7	0	0	0	0	0	0	0	0	7
Total	7	0	0	0	0	0	0	0	0	7

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

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) 9-12																			
Number of ELLs by Grade in Each Language Group																			

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	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					1									1
Chinese														0
Russian	1					1								2
Bengali														0
Urdu														0
Arabic			1	2										3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish		1												1
Albanian														0
Other														0
TOTAL	1	1	1	2	1	1	0	0	0	0	0	0	0	7

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

1. Instruction for ELLs is delivered via the Push-In and Pull-Out models. When the Push-In model is delivered, it is done collaboratively with the classroom teacher. Often, the ELL is grouped in a Homogeneous group with fluent English speakers that need reinforcement in a similar academic skill. Both the Ungraded model (where students regardless of grade are in one class) and the Homogenous model (where proficiency level is the same) are used when delivering ESL instruction in the Pull-Out model. When necessary, ELLs are Pulled-Out individually to address the students' needs.

2. The ESL teacher at PS 55 ensures that ESL instruction is delivered according to the mandated number of minutes according to the ELLs proficiency level. The Staff at PS 55 ensures that the ESL teacher delivers this mandated number of minutes by working collaboratively to create an ESL schedule for the ELLs in their classrooms. The ESL classroom library contains books in the ELLs Native Language for Native Language Support as part of the NYS CR Part 154 mandate. Instruction for the ELLs in the Beginner language proficiency level consists of 360 minutes per week. The instructional approach and methods used in the 360 minutes per week for the Beginner level is as follows:

- 1 period Word Work (phonetics and spelling)
- Block period Read-aloud (listening and hands-on)
- 1 period Guided Reading (vocabulary and writing conventions)
- 1 period Letters (sound, orthography, word building)
- 1 period Content Area Instruction (Science, Math, Social Studies, Health)
- 1 period Viewing - Writing (technology based writing prompts)

The instructional approach and methods used in the 360 minutes per week for the Intermediate level is as follows:

- 1 period Word Work (phonetics and spelling)
- Block period Read-Aloud (listening and hands-on)
- 1 period Guided Reading (vocabulary and writing conventions)
- 1 period Letters (sound, orthography, word building)
- 1 period Content Area Instruction (Science, Math, Social Studies, Health)
- 1 period Viewing (technology based writing prompts)

The Instructional approach and methods used in the 180 minutes per week for the Advanced level is as follows:

- 1 period Vocabulary (phonetics, spelling, definition)
- 1 period Guided Reading (grammar and writing conventions)
- 1 period Writing (response to literature based on the Guided Reading book in the form of essays: narrative, persuasive, informational)

All ELLs receive instruction as mandated by the CR Part 154, CR part 100, the Language Allocation Policy, and the No Child Left Behind.

3. The ESL program at PS 55 implements instruction in all content areas to assure that the ELLs understand and attain the necessary information and vocabulary for all subjects. PS 55s' ESL program uses the National Geographic website to teach writing while at the same time teaching Science and Social Studies. The ESL teacher works closely with the PS 55 Science cluster teachers as well as classroom teachers, to create lessons that are aligned with the Science and Social Studies curriculum as required by New York State. This provides familiarization and reinforcement to the ELL of terminology used in these subject areas. Math lessons for the ELLs are created using a variety of genres that touch upon the material and vocabulary that the ELL needs to know according to the classroom teacher as well as the New York State curriculum. Lessons are created and implemented by the ESL teacher with advice from the classroom teacher. Parents are

also asked to advise the ESL teacher of any subject are that they feel their child needs extra help with. To facilitate comprehension of the English language, realia, pictorals, technology, media, Guided Reading books, poetry, and thematic units are used, as well as TPR (Total Physical Response) to create a learning language rich learning environment.

4. PS 55 has a few ELL subgroups. Instruction is planned according to the students needs thereby extending to differentiation. Although PS 55 currently has no SIFE students, the following plan is in place should any register throughout the school year: books that are rich in print and illustrations will be used. The illustrations will be closely related to the wording on each page. These books exist in all subjects and content areas. SIFE students will also be instructed using music and poetry methods, audio supplies and visuals. A teacher modeling method and TPR will also be used. Opportunities for communication will exist in the students' exchange of communication via drawing, artwork and TPR.

ESL instruction for ELLs in the ESL program for less than 3 years (newcomers) is a teacher created plan based on the students' needs such as vocabulary acquisition, grade appropriate academic proficiency, and school social and cultural norms. To comply with the No Child Left Behind mandate of ELA and Math testing, ELLs in the 3 years or less subgroup receive ESL instruction that correlates with the ELLs grade level curriculum. These ELLs receive ESL instruction according to their mandated number of minutes as determined by their scores on the previous years New York State English as a Second Language Achievement Test (NYSESLAT). Data from the NYSESLAT is used to determine the area of weakness for these ELLs. Instruction is geared to enhance the skills that the ELLs received a limited proficiency score on. According to the data, most newcomers score low on reading and writing. These skills are targeted via thematic units in which literature from various genres is used to focus on certain grammar skills and to produce written responses from. Newcomer ELLs receive instruction that targets arithmetic concepts via various genres that allow for vocabulary enhancement in mathematical terms. Literature that builds background knowledge in Social Studies and Science are also utilized to better familiarize and prepare the ELLs for test taking practices.

ELLs in the PS 55 ESL program for 4 to 6 years are often in the program because they lack a certain academic language skill which does not allow for them to test out of the ESL program. Usually this limited academic skill is in the writing element of the English language. Students that have not tested out of the ESL program after three years are considered Long Term ELLs. The following services are provided to Long Term ELLs:

- Push-in / Pull-out intervention day programs which include National Geographic literature, Hands on vocabulary enhancement activities, and methods that foster learning and self correcting.

- After school programs

- Communication between classroom teacher and ESL teacher

- Teacher - student conferencing

ELLs remain in the PS 55 ESL program for the school year at the end of which they are administered a series of four exams know as the (NYSESLAT). This is administered by PS 55s' ESL teacher.

In some cases, the ESL teacher provides test results to the SETSS members for the students that have shown no improvement in the NYSESLAT, and that may need to be evaluated for extra services. ESL services will continue to be provided for these ELLs according to the mandated number of minutes as determined by their score on the NYSESLAT and according to the instructions stated on their CAP record. They continue to receive ESL instruction utilizing a variety of methods such as TPR, realia, modeling and hands on instruction. The issue of alternate placement in special education will be addressed by:

- Placing the child in the least restrictive environment where appropriate (CTT or mainstream)

- Push-in services

- School Assessment Team (SAT)

- SETSS

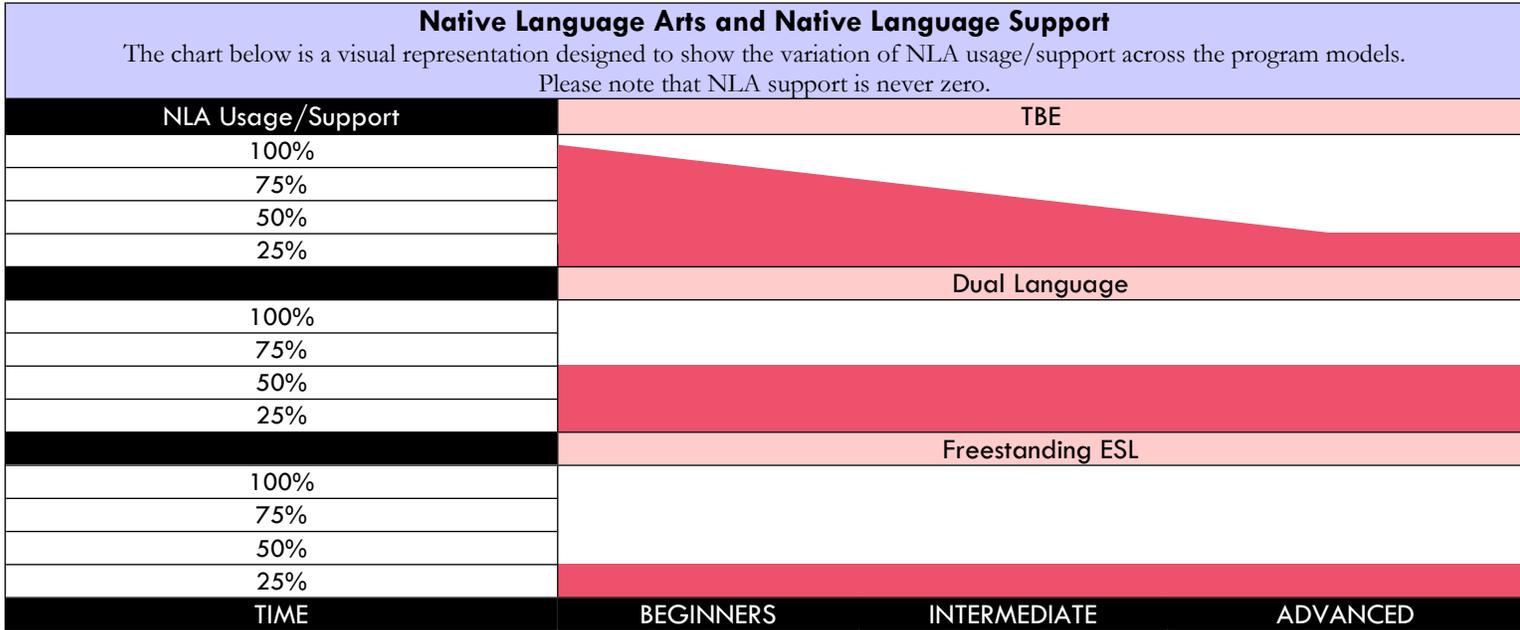
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
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ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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. Targeted intervention programs for ELLs in ELA, math, and other content areas are offered in English at PS 55. All lessons are based on a balanced literacy method, including read aloud, shared reading, reading and writing workshop, as well as the use of scaffolding techniques, graphic organizers and pre-teaching of vocabulary. For the math subject area, PS 55 introduces specialized vocabulary, manipulatives and visual cues, small group activities integrated with literature and clarified directions are utilized. The Science subject area focuses on small cooperative learning groups, integration of non-fiction science genre into the balanced literacy program, hands-on approach, and implementation of Science Standards Curriculum in all science lessons. We provide students with more research opportunities through technology. The Social Studies subject area provides ELLs with more research opportunities through technology, project based lessons, non-fiction social studies genre literacy materials, familiarization with primary source documents, and thematic units that correlate with the New York State Social Studies Curriculum as well as with the classroom teacher. All content area subjects are being infused via literature that are rich in academic vocabulary and that provide opportunity for English language acquisition. All grammar mini lessons are taken from the guided reading as well as teacher prepared materials. A supplemental program such as an Afterschool Academy is available to all the ELLs in PS 55, which also serves as an intervention program and in which material presented is differentiated to target all ELL subgroups.

6. The students that test out of the ESL program are provided with two years of extended-time support by the PS 55 test administrator. They are also notified that they can receive up to two years of transitional support by the ESL teacher as well as Academic Intervention Services (AIS). AIS services are available for all students regardless of whether or not they are or have been ELLs, and regardless of the number of years they have been registered at PS 55 or any other New York City Board of Education Public School.

7. PS 55 has voted for and agreed on a school-day schedule that starts and ends at the same time everyday. By doing so, after school programs will be improved in student attendance and teacher participation since everyone will be on the same time-schedule. These after school programs will be different from last year's after school programs in that last year, ELLs and monolingual students participating in the afternoon Extended Day program could not participate in the ELLs and targeted intervention afterschool programs. Other PS 55 staff also participating in the afternoon Extended Day program were not able to partake in the ELL and targeted intervention afterschool programs. It is expected that this new school-day schedule will improve the afterschool programs at PS 55 by allowing a larger student and teacher attendance and by possibly paving the way for extra afterschool programs to be implemented that are academically rich.

8. PS 55 provides its' students including ELLs, with a variety of programs and services all of which are rich in academics and therefore, will not be discontinuing any of its' current programs and services.

9. All programs offered at PS 55 are open to all students of PS 55, regardless of grade, academic level, or English language proficiency. Notices sent home introducing any programs at PS 55 are sent home in English. These notices are translated for those parents that have indicated that they prefer to have notices sent to them in another language. In this manner, PS 55 has assured that all parents or caregivers of its' student body are made aware of all programs and events taking place at PS 55 and thereby has afforded equal access to all ELLs for all school programs. Programs include but are not limited to ELL After School programs which focus on academic language enhancement. The program runs twice a week for ten weeks, at an hour and a half each meeting time, and is open to current ELLs, former ELLs, siblings of ELLs that attend PS 55, and to students of PS 55 that wish to participate in the program. The ELL After School program utilizes a hands on approach to language learning. Literature that reflects a specific season appropriate subject matter (math, science, social studies, art, literature, or health), is read aloud to the students. The read-aloud approach is used to improve the listening skill necessary for English language acquisition. Students in the program are then asked to discuss the story using the vocabulary acquired through the text. The discussion part of the program is used to reinforce the new vocabulary the student has been exposed to via the literature, as well as to demonstrate the building of background knowledge on the subject at hand. Next the students are asked to follow verbal directions from the teacher as they aim to create a hands-on project in response to the literature, which incorporates a written piece based on the literature. This hands-on part of the program is used to motivate the student to write as part of their finished product and is used to improve the writing

skill necessary for English language proficiency. Once the students' project is finished, they are asked to share their writing and ideas with the other students. This sharing part of the program is used to help the student practice and improve in the reading skill necessary for English language proficiency as well as to improve the students' academic self-esteem. Other after school programs all of which are academically based offered at PS 55 are offered to the ELLs. These programs include a test prep, ten week class for all students including ELLs in grades 3 through 5, that participate in all NYS exams. This program runs for an hour and a half with a 45 minute focus on ELA instruction, and a 45 minute focus on math. ELLs that participate in these other afterschool programs may find these to be academically enhancing and thereby are considered as supplemental services for the ELLs. These other after school programs include Drama, Sports, Game boards, and Art, and are taught by Certified Teachers.

10. Instructional materials used to support ELLs are:

Multicultural literature

Author study books: Eric Carle, Leo Lionni, Margaret Hiller

Non-fiction literature: National Geographic, newspapers, scholastic news for kids

Technology: National Geographic website

Audio Listening Centers: read alouds, read alongs, and music

Poetry

11. PS 55 exercises the ESL program model. Native Language instruction is used strictly for the newcomer ELLs that speak zero English language and that appear to be experiencing a loss of self esteem. In these instances, the ESL teacher, with the use of a computer, will reach out to the ELL by doing a search of that students' country. The "Images" prompt of the internet is used as opposed to the literary version of the search. The student is then encouraged to identify and share his / her knowledge of the images. The ESL teacher helps the student by stating the word of the images in English that the student has identified either by TPR or verbally. Sometimes, the ESL teacher may ask for the help of another student or staff member that speaks the same language as the zero English language ELL, to communicate with the zero English language ELL but only for one word or short phrase translations. These zero English language ELLs are encouraged to draw a response to the lesson on hand and to write a one word or simple phrase describing their drawing. The writing can be done in their Native Language and then translated to English collaboratively with the ESL teacher. The students' writing if not in English, is then asked to be written in English on the same paper that the student wrote in their Native Language. This is done to promote a bridge or relationship between the two languages (the students Native Language and English), and to help foster learning of the English language, and to promote communication. Native Language instruction is also provided via Native Language literature in the classroom library. English language communication either by visuals, manipulatives, or TPR is expected from all ELLs in the ESL program.

12. PS 55 implements an ESL program that corresponds to the ELLs age and grade level as closely as possible. The ELLs are grouped in accordance with the English language level that the ELL scored under either from the LAB-R or the NYSESLAT. The ESL schedule however, complements the classroom teachers' schedule and often ELLs are grouped together across English language proficiency levels. This occurs only in the rare instance that there may not be any margin in the ESL schedule. Differentiated instruction is provided for the ELLs that may happen to be in a non homogenous group. More often, PS 55s' ELLs are grouped together across varying grade and age levels but that are of the same English language proficiency level.

13. Each May, parents of newly registered Kindergarten students are invited to PS 55 for a Kindergarten Orientation. Informational presentations are made by the Principal, Parent Coordinator, School Nurse, and PTA President. Kindergarten Handbooks are distributed to all who attended and mailed to parents who were not in attendance. The handbook contains general school information and procedures, Kindergarten Goals, Readiness Checklist, School Supply list, Arrival and Dismissal procedure, and Activity Calendars for June, July and August. Parents are welcomed to the school, provided with pertinent information and are afforded the opportunity to ask questions.

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

1. PS 55 does not use the Dual Language Program.

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

1. Professional development (PD) is offered to all teachers, Paras and parents at PS 55. Teachers and Paras of PS 55s' ELLs are made aware of the difference between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). This helps them to better understand, and plan instruction for the ELL in their classroom. They are also asked to sit the ELL near the students that are most active in the classroom so that the ELL is surrounded by an English language rich environment as much as possible. The ESL teacher models for the teachers and Paras of ELLs how to produce a verbal response from the ELL by using the TPR and visual cues methods and techniques. Teachers and Paras of PS 55s ELLs are encouraged to communicate with the ESL teacher for any assistance they may need relating to the ELL. They are also encouraged to observe the ESL teacher in the ESL classroom whenever possible.

2. All student permanent records and supporting documentation for the students, including ELLs, that are transitioning from PS 55 to Middle School, is transferred over to the Middle School that the student will be attending in the upcoming school year. These documents are viewed by the Middle School staff to appropriately place and assist the ELL into a positive learning environment.

3. Professional development (PD) is offered to all teachers and Paras at PS 55. The 7.5 hours of PD will be incorporated during PD days and will include the following topics: Cultural sensitivity training, Teaching strategies and techniques for management and ELL class participation, Observation of the ESL teacher whenever possible. The Network Support Specialists will also offer PDs for classroom teachers during school days in which students are not in attendance in order to provide the teachers with the mandated 7.5 hours of PD in the ELL area. Special Education teachers are required to have 10 hours of PD.

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

1. Parental involvement is considered crucial in the acquisition of the English language in the ELL . To promote and facilitate such involvement, parental workshops in academic and social issues will also be offered to parents. Such workshops are held by the Parent Coordinator and or the ESL teachers. These workshops are also offered to all the parents of all the students at PS 55.

2. Although PS 55 does not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents, we relate to the parents via our Parent Coordinators' monthly electronic newsletter, any activities or events in the community that may provide them with support either academically or socio-culturally. The community events and or activities mentioned have included events and or activities taking place at neighborhood libraries, parks, and museums.

3. Parents' needs are evaluated by communicating with the parents of the ELLs. They are asked which language they feel most comfortable being addressed in. They are offered translational services via the Board of Education. Funding is also available from Title III to support translational services between home and school to facilitate ongoing communication and parental involvement in the childrens' education.

4. The parental involvement activities address the needs of the parents in that they are made aware of the academics that their child is learning. Once the awareness has been established, parents are encouraged to become active participants in helping their child succeed in school. They are invited to discuss the curriculum with their childs' teacher and to provide feedback onwhich lessons their child needs more help with.

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)				1										1

Intermediate(I)		1												1
Advanced (A)	1		1	1	1	1								5
Total	1	1	1	2	1	1	0	0	0	0	0	0	0	7

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3					1				1
4									0
5					1				1
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	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed					1				1

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				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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

- PS 55 utilizes the TCRWP assessment tool to assess the early literacy skills of our students, including ELLs. This assessment is done three times a year for kindergarten, and four times a year (September, November, March, and May) for first and second grades. The purpose of this assessment is to provide insight to the teacher as to what reading level the students, including ELLs, are. The assessments continue periodically throughout the school year to determine progress in reading. Teachers use this information to better group the students in guided reading groups and for lesson differentiation. The quantitative data also reveals how the students, including ELLs, are learning reading via phonetic instruction and how they transfer this information onto a written piece. PS 55 also uses a leveled library system to better group the students including ELLs in a balanced literacy guided reading group. The CTT classes at PS 55 often use Foundations for the lower level performing students, including ELLs.
- The pattern across the ELLs' proficiency in the LAB-R reveal that students are stronger in the listening skill than any other one that the test measures for. Some students may also be strong in the speaking skill. Students that are strong in the reading skill of the LAB-R most likely do not meet ESL service eligibility although this is not always the case.
The patterns across the NYSESLAT reveal that students perform strongest in the listening and speaking portions of the exam than in the reading and writing parts. The ESL teacher uses the results of these exams to prepare lesson plans that address these areas and to improve instruction. She also shares this information with the classroom teachers as they may know how to address the students' needs.
- Of the four modalities (listening, speaking, reading and writing) students were lacking in standardized reading and writing genre skills based on New York State Standards. The ESL program has been improved to include stronger literacy based instruction which includes more guided reading, writing responses, and writing prompts. The ESL program implements instruction in all content areas to assure that the ELL students understand and attain the necessary information and vocabulary for all subjects.
- Student results across proficiencies and grades reveals that the ELLs are stronger in Mathematical concepts than in English Language Arts. This provides crucial information to the school leadership and teachers because these results guide instruction. The results from the Interim Assessments are used by the classroom and ESL teachers to create lessons that focus on the students needs. ELLs new to PS 55 (one year or less) are allowed to take some New York State Exams (Social Studies, Math, and Science) in their Native Language. The results of these exams indicate that the ELLs are knowledgeable, either by comprehension or by prior knowledge, in the subject areas taught at PS 55.
- PS 55 does not practice a Dual Language program.
- The ESL program complements the classroom teachers' and cluster teachers' curriculums. This provides another source of focus and

Additional Information

and evaluate the academic progress of the ELLs. ELLs' academic progress reveals that the ESL programs implemented at PS 55 are

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

Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		
	Other		