



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 155M

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 04/M/04M155

PRINCIPAL: LILLIAN RAIMUNDI-ORTIZ **EMAIL:** LORTIZ4@SCHOOLS.NYC.GOV

SUPERINTENDENT: LUZ CORTAZZO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Lillian Raimundi-Ortiz	*Principal or Designee	
Haydee Melendez	*UFT Chapter Leader or Designee	
Giles Smith	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ruth Santiago	Member/Chairperson	
Jacqueline Rivera	Member/Teacher	
Lucy Irace	Member/Teacher	
Angela Smith	Member/Parent	
Neiva Flores	Member/Parent	
Ayda Nadeer	Member/Parent	
Anamaria Perez	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- Students will show progress in modeling process and explaining problem solving techniques in Math.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- The results of the 2010-2011 NYS Math scores indicated that some students were not meeting the necessary criteria in reading, writing and math. English Language Learners (ELL's) and Students with Disabilities were identified as the groups with the greatest need of intensive intervention.
- An item analysis of the NYS Math exam showed that students are deficient in strategies that require extended responses and problem solving skills.
- On our final report of the 2010-2011 Quality Review, it was reported that our school had evidence of some rigorous tasks and pockets of differentiated instruction throughout the building. However, the lack of continuity resulted in inconsistent student work products.
- Teacher questioning was also noted as an area in need of improvement in our 2010-2011 Quality Review report.
- Teacher feedback was noted to need consistency when it came to providing students with next steps, which could be applied by the students to improve the quality of their work.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- The school moved from a 12:1:1 self-contained model of instruction to a Collaborative Team Teaching (CTT) model, ensuring that all students with special needs have the opportunity to work alongside general education students while working towards meeting grade-level standards in all content areas.

- Teachers will participate in Math CCLS workshops in which they examine the vertical alignment of the standards, agree on the priority math strands for each grade, evaluate the Everyday Math (EDM) curriculum to assess the extent to which the units address the priority standards, and develop strategies across grades that will support the students' learning.
- Teachers will develop interim assessments within EDM units of study to more effectively assess student comprehension and ability to apply the targeted standards; these interim assessments will also be differentiated to meet the needs of our ELL and Special Needs students.
- Teachers will develop or modify a Math unit of study that incorporates opportunities for students to show and explain mathematical practice in number operations, algebraic thinking, geometry, measurement, statistics and probability.
- Teachers will meet monthly in grade level teams to assess student work and plan lessons that require showing and explaining mathematical thinking in number operations and algebraic thinking, and to develop a rubric to assess both content and process standards (as defined in the citywide instructional expectations).
- Teachers in grades 3-5 will conduct inquiry around the most effective strategies that will support students in crafting more comprehensive written responses to multi-step math word problems. This will take place during the 37 1/2 minutes three times a week.
- Students have access to the Accelerated Math program, which supports automaticity with simple computations.
- Students will be progress monitored every 4 – 6 weeks through unit assessments in order to identify if urgent interventions must be received by the student for additional support.
- After School Homework Help Program 2x a week from 3:30p.m.- 5:00p.m.
- Weekly Grade Meeting with Administrators and colleagues to discuss student achievement and observable trends with students not meeting expectations.
- 60 minute Math Block, using a workshop model approach towards teaching Math that includes 5 Minute Mental Math/Problem of the Day, Homework Review, Explicit Instruction via Mini-Lesson, Shared Math Activity, and 20-30 minutes of Math Games.
- Monthly monitoring of Pre Unit Assessments to inventory areas of strength and weaknesses within the proposed unit for differentiated instructional grouping every 4-6 weeks.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Parents will participate in workshops on the implementation of CCLS and how it impacts students learning and outcomes.
- Parents will participate in workshops of literacy and math strategies where they will be presented with former NYS Math exams in order to gain a better understanding of the criteria their children will need to meet.
- Establish a Parent Association and Monthly Meetings
- Ongoing continued involvement of parent coordinator in the setting of school policies, schedules, priorities and goals to enhance articulation with parents to inform in terms of vital information on student progress quickly and accurately
- Establish parent bulletin board to highlight parent activities. (Ongoing)

- Parent Student Handbook on NYCDOE Regulation and Policy sent home September 2011 citing important information on grade level benchmarks, interventions, curriculum and supports thereof.
- Monthly Calendars sent home informing parents of Parent Workshops/Trips offered to support students' academic progress at home.
- Continue meeting with parents at P.A./Principal Quarterly meetings as required by the Chancellor and at other scheduled/nonscheduled meetings
- Continue monthly parent workshops in curricular areas and related areas in an effort to support parents with strategies that they can use to assist their children at home
- Continued open lines of communication with parents/community apprising of school activities through dissemination of parent letters, school calendars, telephone outreach in order to seek parental involvement in the education of their children (Ongoing)
- Continued meeting with and involvement of regional staff to strengthen the delivery of educational services provided to students, parents, and staff (Monthly)
- Continued parent membership and engagement on our School Leadership Team held on First Friday of every Month
- Continue training for and ensure the participation of parents in the School's Learning Leaders September – December 2011
- Provide Student Interim Progress Reports every 6 weeks to Parents
- Conduct Parent Teacher Conferences in November 2011 and March 2012
- Conduct Promotion In Doubt Conferences with Parents of students in danger of Hold Over Status in January- February 2012
- Second cup of coffee to develop parent/home/school relationships.
- ESL classes every Tuesday and Thursday of the week, in order to deepen student/parent involvement as it applies to school instruction.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- The ongoing implementation of a Mentoring Plan for newly appointed teachers, in order to support their first year as a teacher.
- Recommendations from colleagues
- Collaborations with colleges and universities.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- **21st Century Sports & Arts Enrichment Program**
- **Math in a Flash Program provided by Carmel Hill Foundation**
- **Imagine Learning (a computerized enrichment program for English Language Learners)**

- Penny Harvest (no cost to school)
- Everyday Math weekly game day (no cost to school)
- Weekly Inquiry-based math teams

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Title I funds will be utilized, upon parental agreement, to bring in consultants for additional workshops on the CCLS.
- Funding by 21st Century Grant
- Carmel Hill grant
- Funds for Imagine Learning provided by Network 607
- ARRA funds for Inquiry work (per-session pay)
- FSF per diem coverage for teachers to participate in Math staff development provided by Network 607
- School Administrators (Tax Levy)
- Special Education Support Services Teacher (Tax Levy)
- 37 ½ minutes (Various /Teacher Contractual Agreement)
- Parental Involvement funded by TL Fair Student

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- Improve teacher effectiveness, by developing a shared understanding of the components of professional practice excellence.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- The final report for the 2010-2011 Quality Review indicated a need for differentiated staff development in order to improve teacher effectiveness and student outcomes.
- The final report for the 2010-2011 Quality Review indicated a need for a rigorous curriculum and rigorous student tasks.
- The final report for the 2010-2011 Quality Review indicated a need for the use of differentiated questioning, skills, or strategies in order for students to use higher-order thinking skills in their reading and math responses.
- A review of formal/informal observations, curriculum maps and lesson plans shows a need for more rigorous planning while incorporating data in order to provide differentiated instruction and rigorous tasks to students.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) time line for implementation.
- The Principal and Assistant Principal will conduct 6 to 10 formative observations for each teacher, using selected components of a research-based rubric (Danielson Framework) to provide meaningful feedback.
 - The Principal and Assistant Principal will conduct a minimum of 2 formal observations for tenured teachers and a minimum of 4 formal observations for probationary teachers approaching tenure.
 - The Principal and Assistant Principal will schedule inter- and intra- classroom / school visitations amongst teachers.
 - Teachers will develop personal professional goals, with a focus on one of the six elements identified by the DOE, within the Danielson Framework Domains.

- Teachers will participate in goal-setting meetings throughout the year, with administration, which will include a benchmark and final outcomes.
- Teachers will participate in side by side coaching in order to prepare lessons with supplemental materials that can help the teachers achieve their instructional purposes.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- A workshop for parents will be presented to familiarize them with the Danielson Framework and the NYC Expectations for teacher preparedness for the 2011-2012 school year.
 - Parents will participate in workshops on the implementation of CCLS and how it impacts students learning and outcomes.
 - Parents will participate in workshops of literacy and math strategies where they will be presented with former NYS Math exams in order to gain a better understanding of the criteria their children will need to meet.
- Establish a Parent Association and Monthly Meetings
- Ongoing continued involvement of parent coordinator in the setting of school policies, schedules, priorities and goals to enhance articulation with parents to inform in terms of vital information on student progress quickly and accurately
- Establish parent bulletin board to highlight parent activities. (Ongoing)
- Parent Student Handbook on NYCDOE Regulation and Policy sent home September 2011 citing important information on grade level benchmarks, interventions, curriculum and supports thereof.
- Monthly Calendars sent home informing parents of Parent Workshops/Trips offered to support students' academic progress at home.
- Continue meeting with parents at P.A./Principal Quarterly meetings as required by the Chancellor and at other scheduled/nonscheduled meetings
- Continue monthly parent workshops in curricular areas and related areas in an effort to support parents with strategies that they can use to assist their children at home
- Continued open lines of communication with parents/community apprising of school activities through dissemination of parent letters, school calendars, telephone outreach in order to seek parental involvement in the education of their children (Ongoing)
- Continued meeting with and involvement of regional staff to strengthen the delivery of educational services provided to students, parents, and staff (Monthly)
- Continued parent membership and engagement on our School Leadership Team held on First Friday of every Month
- Continue training for and ensure the participation of parents in the School's Learning Leaders September – December 2011
- Provide Student Interim Progress Reports every 6 weeks to Parents
- Conduct Parent Teacher Conferences in November 2011 and March 2012
- Conduct Promotion In Doubt Conferences with Parents of students in danger of Hold Over Status in January- February 2012

- Second cup of coffee to develop parent/home/school relationships.
- ESL classes every Tuesday and Thursday of the week, in order to deepen student/parent involvement as it applies to school instruction.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- The ongoing implementation of a Mentoring Plan for newly appointed teachers, in order to support their first year as a teacher.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Professional Development and planning sessions will be provided by the SSO Network 607.
- Principal and Assistant Principal Training, feedback and mentoring workshops.
- PBIS program implementation (behavior modification plan)

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- FSF Professional Development
- C4E Planning and Preparation of Instructional frameworks
- PBIS supported by profits from DOE vendors

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- Develop a content-driven professional development plan, ensuring that teachers receive effective, differentiated opportunities to improve their practice, and as a result improve student achievement.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- As a result of the 2010-2011 NYC Teacher Survey and Progress Report, and in an endeavor to implement the New York Citywide Expectations, we found a correlation between the need to improve teacher effectiveness and student achievement, via differentiated professional development, in order to ensure that students develop to be college and career ready.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) time line for implementation.
- The disaggregation of the data collected from the needs assessment and the NYC 2010-2011 teacher survey, along with the data provided by the 2010-2011 Progress Report resulted in the creation of a differentiated professional development year long plan.
 - The implementation of an ongoing content-driven differentiated professional development plan based on a professional development needs assessment administered to teachers in June 2011.
 - Teachers will participate in differentiated professional development ensuring that teachers receive effective differentiated opportunities to improve their practice.
 - School wide participation in staff development in CCLS, UBD, DOK in order to deepen the quality of questioning, discussion techniques, curriculum planning and student engagement.

- Provide staff with opportunities for inter-visitation and demonstration lessons.
- Provide ample opportunities for teachers to enhance their skills and gain insight into student performance trends and patterns by interpreting samples of student work and the item analysis of data, provided by formal assessments.
- Professional development will be provided by the Network 607 team in reference to the CCLS, UBD, and DOK.
- Professional development will be provided by administration on the implementation of the Danielson Framework and the use of the tools provided, in order to improve teacher practice and student outcomes.
- School-Wide study groups around the development and implementation of a rigorous curriculum, during grade level meetings and staff conferences.
- Professional development opportunities will be provided by outside consultants for the implementation of intervention programs, in order to improve student achievement on the NYS ELA, Math and NYSESLAT exams.
- Results of the 2010-2011 NYS ELA and Math exams demonstrated all students with special needs and a high percentage of ELL students performed below grade level. In order to provide students with special needs the opportunity to work alongside general education students on a standards based curriculum, an administrative decision was made to move towards a less restrictive environment from self-contained classes to collaborative team teaching classes. We are continuing to provide ELL students with Literacy / Writing blocks in English from Pre-K to Fifth grade.
- Teacher assignments for the 2011-2012 school year were made based on teacher's area of expertise, with a special consideration given to the creation of cohesive, cooperative teacher teams.
- Teachers will participate in training sessions on NYC school wide websites to increase student achievement.
- Regular collaborative grade meetings to discuss how individual students can demonstrate proficiency on specific benchmark indicators

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Parent workshops will be presented to familiarize them with differentiated instruction, so they can understand the different approaches teachers take to meet student's needs.
 - Parents will participate in workshops on the implementation of CCLS and how it impacts students learning and outcomes.
 - Parents will participate in workshops of literacy and math strategies where they will be presented with former NYS Math exams in order to gain a better understanding of the criteria their children will need to meet.
 - Establish a Parent Association and Monthly Meetings
 - Ongoing continued involvement of parent coordinator in the setting of school policies, schedules, priorities and goals to enhance articulation with parents to inform in terms of vital information on student progress quickly and accurately
 - Establish parent bulletin board to highlight parent activities. (Ongoing)
 - Parent Student Handbook on NYCDOE Regulation and Policy sent home September 2011 citing important information on grade

level benchmarks, interventions, curriculum and supports thereof.

- Monthly Calendars sent home informing parents of Parent Workshops/Trips offered to support students' academic progress at home.
- Continue meeting with parents at P.A./Principal Quarterly meetings as required by the Chancellor and at other scheduled/nonscheduled meetings
- Continue monthly parent workshops in curricular areas and related areas in an effort to support parents with strategies that they can use to assist their children at home
- Continued open lines of communication with parents/community apprising of school activities through dissemination of parent letters, school calendars, telephone outreach in order to seek parental involvement in the education of their children (Ongoing)
- Continued meeting with and involvement of regional staff to strengthen the delivery of educational services provided to students, parents, and staff (Monthly)
- Continued parent membership and engagement on our School Leadership Team held on First Friday of every Month
- Continue training for and ensure the participation of parents in the School's Learning Leaders September – December 2011
- Provide Student Interim Progress Reports every 6 weeks to Parents
- Conduct Parent Teacher Conferences in November 2011 and March 2012
- Conduct Promotion In Doubt Conferences with Parents of students in danger of Hold Over Status in January- February 2012
- Second cup of coffee to develop parent/home/school relationships.
- ESL classes every Tuesday and Thursday of the week, in order to deepen student/parent involvement as it applies to school instruction.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- The ongoing implementation of a Mentoring Plan for newly appointed teachers, in order to support their first year as a teacher.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Teacher to Teacher monthly mentoring sessions on Best Practices in instruction.
- Network support through staff development opportunities (no cost to the school)

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- FSF funds for per diem for coverage during class inter-visitations

- Title 1 Curriculum and Staff development funding
- Staff development provided by network 607 staff (TL Children First)

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- Increase student performance as it applies to English Language Learners and Students with Disabilities in ELA.
- Students will show progress in using evidence to support arguments in ELA.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- English Language Learners (ELL) and Students with Disabilities did not perform at grade level on the NYS ELA exam, as evidenced in the 2010-2011 Progress Report and the ELA scores.
- In the beginning of the year, administration analyzed the TC Reading Assessments within the year. Student growth was charted throughout the grade levels. There was inconsistency in student growth from level to level in the lower grades, which confirmed a school-wide hypothesis that the growth pattern lessens as the text becomes more sophisticated in text complexity (once students reach levels J, K, L) and students need to demonstrate higher levels of comprehension.
- Students thought to be reading on grade level did not perform at desired grade-level benchmark. After an analysis of the questions students got wrong most often, we noticed that they were questions that required the application of higher order thinking skills or strategies.
- On our final report of the 2010-2011 Quality Review, it was reported that our school had evidence of some rigorous tasks and pockets of differentiated instruction throughout the building. However, the lack of continuity resulted in inconsistent student work products.
- Teacher questioning was also noted as an area in need of improvement in our 2010-2011 Quality Review report.
- Teacher feedback was noted to need consistency when it came to providing students with next steps, which could be applied by the students to improve the quality of their work.
- The results of the 2010-2011 NYS ELA scores indicated that some students were not meeting the necessary criteria in reading and writing. English Language Learners (ELL's) and Students with Disabilities were identified as the groups with the greatest need of intensive intervention.
- An item analysis of the NYS ELA showed that students are deficient in strategies that require higher order thinking skills and extensive vocabulary in order to demonstrate grade-level comprehension.
- Although the students are progressively acquiring their second language, there appears to be a deficit based on the item analysis

in writing, in the areas of mechanics, voice, organization, word choice, vocabulary and fluency in expression of thought and ideas.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a.) strategies/activities that encompass the needs of identified student subgroups,
 - b.) staff and other resources used to implement these strategies/activities,
 - c.) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d.) timeline for implementation.
- The school moved from a 12:1:1 self-contained model of instruction to a Collaborative Team Teaching (CTT) model, ensuring that all students with special needs have the opportunity to work alongside general education students while working towards meeting grade-level standards in all content areas.
 - Create a schedule for the Dual Language and Transitional programs that will provide equitable amounts of instructional time in native language arts and the new language of acquisition.
 - Teachers and paraprofessionals will participate in professional development on how to navigate the (SEIS) Special Education Student Information System.
 - Teachers will participate in workshops on how to write a Quality IEP, which will deepen the teacher's awareness of preparation, implementation and accountability.
 - Administration will monitor the implementation of mandated goals and academic management recommendations of students with IEP's in order to ensure equity in the learning process.
 - Activate and support teacher "technology" familiarity of ARIS, ACUITY, New York Start, Imagine Learning and Accelerated Reader programs.
 - Prioritize the standards to meet the instructional needs of all students of the William Paca School with a specific focus on the ELL population and Students with Disabilities.
 - Schedule several in-class sessions with the CFN Network Specialist for the ELL population, in identifying the non-negotiable strategies for academic student achievement.
 - Application of a content-driven professional development plan will ensure that teachers receive effective differentiated opportunities to improve their practice, which will result in an increase in student achievement within the ELL and special needs populations.
 - Students with disabilities that also happen to be ELL's receive push-in SETSS services during the Literacy Block. The SETSS teacher mirrors what the classroom teacher is doing while utilizing strategies and ESL methodologies indicated on the student's IEP, in order to ensure that the student's goals are met.
 - Students will be progress monitored every 4 – 6 weeks in order to identify if urgent interventions must be received by the student for

additional support.

- Students will receive one-to-one tutoring to further develop language acquisition, vocabulary and reading fluency skills.
- Students will deepen vocabulary and conversational dialogue, and written word via the Imagine Learning program on a daily basis during the school day.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Parents will participate in workshops to understand and visit ACUITY, New York Start, Imagine Learning and Accelerated Reader programs.
- Parents will participate in workshops to team with their children in using the ARIS website.
 - Parents will participate in workshops on the implementation of CCLS and how it impacts students learning and outcomes.
 - Parents will participate in workshops of literacy and math strategies where they will be presented with former NYS Math exams in order to gain a better understanding of the criteria their children will need to meet.
 - Establish a Parent Association and Monthly Meetings
 - Ongoing continued involvement of parent coordinator in the setting of school policies, schedules, priorities and goals to enhance articulation with parents to inform in terms of vital information on student progress quickly and accurately
 - Establish parent bulletin board to highlight parent activities. (Ongoing)
 - Parent Student Handbook on NYCDOE Regulation and Policy sent home September 2011 citing important information on grade level benchmarks, interventions, curriculum and supports thereof.
 - Monthly Calendars sent home informing parents of Parent Workshops/Trips offered to support students' academic progress at home.
 - Continue meeting with parents at P.A./Principal Quarterly meetings as required by the Chancellor and at other scheduled/nonscheduled meetings
 - Continue monthly parent workshops in curricular areas and related areas in an effort to support parents with strategies that they can use to assist their children at home
 - Continued open lines of communication with parents/community apprising of school activities through dissemination of parent letters, school calendars, telephone outreach in order to seek parental involvement in the education of their children (Ongoing)
 - Continued meeting with and involvement of regional staff to strengthen the delivery of educational services provided to students, parents, and staff (Monthly)
 - Continued parent membership and engagement on our School Leadership Team held on First Friday of every Month
 - Continue training for and ensure the participation of parents in the School's Learning Leaders September – December 2011
 - Provide Student Interim Progress Reports every 6 weeks to Parents
 - Conduct Parent Teacher Conferences in November 2011 and March 2012

- Conduct Promotion In Doubt Conferences with Parents of students in danger of Hold Over Status in January- February 2012
- Second cup of coffee to develop parent/home/school relationships.
- ESL classes every Tuesday and Thursday of the week, in order to deepen student/parent involvement as it applies to school instruction.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- The ongoing implementation of a Mentoring Plan for newly appointed teachers, in order to support their first year as a teacher.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Intergenerational Tutoring Program
- Funds for Imagine Learning provided by Network 607
- Read tutorial program to assist Second Language Learners

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Title III funds have been utilized to provide first grade ELL students with the READ program, which is an early intervention one-to-one tutorial for students that are not meeting the criteria in ELA
- Funded by the OASIS Community Organization Grant
- Imagine Learning program provided by Network 607
- Title III funds to pay for READ program and teacher per-session

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- Develop a positive, collaborative, and collegial environment in the area of safety and respect amongst the staff, students and parents.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- The results of the NYC School Survey for the 2010-2011 school year indicated that 48% of the teachers at PS 155 felt unsafe. Also, a monitoring of OORS Reports submitted during the 2010-2011 school year indicated that there were more incidents involving students becoming physical with teachers than in past years.
- The NYC School Survey results also indicated that there is lack of trust amongst the staff.
- An analysis of the results of the NYS ELA and Math scores for the classes in which most incidents took place showed that the students did not meet grade level criteria in either reading or math. Most of the incidents happened to have taken place in a 12:1:1 setting.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- In order to ensure student safety, the morning breakfast program has now changed from a “captive” session to an outdoor session supervised by administrators. This new system has resulted in less incidents occurring before morning line-up. It also allows for the entire school to begin their day in unison and relieves congestion in the lobby, which was a safety hazard in the past.

- In an effort to decrease the number of incidents involving students and staff members, a move was made from 12:1:1 self-contained class to Collaborative Team Teaching (CTT) classes.
- The CTT model will also provide the students with special needs the opportunity to collaborate and work alongside general education students, while working towards meeting the same standards.
- Support staff members were identified on every floor, so that teachers can reach someone immediately in case of an emergency situation.
- We will continue to implement the PBIS program, which will be launched with a special assembly allowing the students to view skits with a variety of inappropriate and appropriate behaviors. The students will receive eagle bucks whenever they are caught doing the right thing. This year, we will open an Eagle Buck store, where students will continue to do their monthly shopping with the eagle buck's earned.
- The creation of a student council will involve students in the development of a plan for a safer environment, through modeling and/or demonstration of appropriate and acceptable norm student behaviors.
- Sensitivity workshops will be offered to teachers by the Network 607 support staff.
- The CIT committee will put in place a "sensitivity for all" project with a focus on creating a safer, more respectful environment through the use of skits and video clips for students.
- The Safety Committee will monitor the number of incidents occurring on a monthly basis, with a special focus on incidents that would compromise the safety of students and/or staff.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- A special effort to recruit parent volunteers will be ongoing throughout the year.
- Outdoor morning line-up allows for parents to assist in the monitoring of students as they play, while at the same time providing parents the opportunity to speak to administration in a more relaxed environment.
- Safety meetings will be posted in the monthly calendars, distributed to the entire student body. All parents are welcomed to attend these meetings.
- The SLT committee, which involves parents, will also discuss the issues of safety during their bi-weekly meetings. All members will be responsible to inform their constituents as to what has been discussed and will also be responsible to bring any concerns or ideas parents may have. Parents are also welcomed to attend the SLT meetings, as they are also noted in the monthly school calendar.
 - Parents will participate in workshops on the implementation of CCLS and how it impacts students learning and outcomes.
 - Parents will participate in workshops of literacy and math strategies where they will be presented with former NYS Math exams in order to gain a better understanding of the criteria their children will need to meet.
 - Establish a Parent Association and Monthly Meetings
 - Ongoing continued involvement of parent coordinator in the setting of school policies, schedules, priorities and goals to enhance

articulation with parents to inform in terms of vital information on student progress quickly and accurately

- Establish parent bulletin board to highlight parent activities. (Ongoing)
- Parent Student Handbook on NYCDOE Regulation and Policy sent home September 2011 citing important information on grade level benchmarks, interventions, curriculum and supports thereof.
- Monthly Calendars sent home informing parents of Parent Workshops/Trips offered to support students' academic progress at home.
- Continue meeting with parents at P.A./Principal Quarterly meetings as required by the Chancellor and at other scheduled/nonscheduled meetings
- Continue monthly parent workshops in curricular areas and related areas in an effort to support parents with strategies that they can use to assist their children at home
- Continued open lines of communication with parents/community apprising of school activities through dissemination of parent letters, school calendars, telephone outreach in order to seek parental involvement in the education of their children (Ongoing)
- Continued meeting with and involvement of regional staff to strengthen the delivery of educational services provided to students, parents, and staff (Monthly)
- Continued parent membership and engagement on our School Leadership Team held on First Friday of every Month
- Continue training for and ensure the participation of parents in the School's Learning Leaders September – December 2011
- Provide Student Interim Progress Reports every 6 weeks to Parents
- Conduct Parent Teacher Conferences in November 2011 and March 2012
- Conduct Promotion In Doubt Conferences with Parents of students in danger of Hold Over Status in January- February 2012
- Second cup of coffee to develop parent/home/school relationships.
- ESL classes every Tuesday and Thursday of the week, in order to deepen student/parent involvement as it applies to school instruction.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- PS 155 will reach out to the Learning Leaders program for parent volunteer training.
- Sensitivity workshops for staff provided by network 607 support staff
- Violence prevention program for students (supported by 21century grant)
- EPIC parental involvement program that is going to pair up with the homework help in order to assist parents in supporting their children with homework

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Learning Leaders (no cost to the school)
- 21st century grant
- Title 1 parental Involvement funds

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	1		2	1
1			N/A	N/A	3		2	5
2	48	8	N/A	N/A		5	3	
3	35	11	N/A	N/A	1			1
4	42	4					2	1
5	22	5			3		1	6
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<ul style="list-style-type: none"> • The Wilson Reading System will provide a multi-sensory approach for selected beginning ELL students and struggling readers from grades 2-5 to improve decoding, encoding, and sight word recognition skills. This program will take place during the 37.5 minutes extended day session. The model is small group instruction. • Small group instruction in the form of guided reading and/or reciprocal teaching will provide targeted instruction for all at-risk students. • The Reading Rescue provides at-risk 2nd graders Levels 1 & 2 the opportunity to develop word-attack skills through the use of Elkonin Boxes, repeated readings, and guided writing session. The 30 minute one-to-one tutoring session is conducted 3x a week and takes place during the 37.5 minute extended day session. • The READ program provides at-risk 1st graders Levels 1 & 2 the opportunity to develop a high frequency word bank, increase reading fluency, and comprehension. This is a 45 minute one-to-one session 3x a week during the after-school session, 3:30-5:00 PM. • The Homework Club, in connection with the EPIC parental involvement portion, enables all students the opportunity to review daily classroom instruction and complete assigned tasks successfully. The parents in turn will observe best practices on how to assist their children. This program will take place 2x a week during the after-school session, 3:30-5:00 PM. • All students from Pre-K through grade 5 have access to the Accelerated Reader and English in a Flash Program provided by the Carmel Hill Foundation. • Second Language Learners have access to Imagine Learning, a computerized program designed to assist them with language acquisition while providing support in the areas of vocabulary development and reading comprehension. • Second grade students that are not meeting grade-level standards in ELA, will participate in the Intergenerational Program, a one-to-one tutorial that uses a push-in model during the literacy block. • The Intergenerational Program will support grades the ELL grade 3 population as a

	<p>push-in, one-to-one model during the Literacy Block.</p> <ul style="list-style-type: none"> • The Imagine Learning licenses have been issued to the Early childhood students, grades k-2 in order to assist in the development of language acquisition. The technology framework will further the skills needed to compete in a global world. The program is utilized throughout the school day and with the classroom teacher as the facilitator.
Mathematics	<ul style="list-style-type: none"> • The Homework Club, in connection with the EPIC parental involvement portion, enables all students the opportunity to review daily classroom instruction and complete assigned tasks successfully. The parents in turn will observe best practices on how to assist their children. This program will take place 2x a week during the after-school session, 3:30-5:00 PM. • All students from Pre-K through grade 5 have access to the Accelerated Math Program provided by the Carmel Hill Foundation. • Students that were identified as not meeting criteria in the area of mathematics participate in a math tutorial program during the 37.5 minute extended day session.
Science	<ul style="list-style-type: none"> • The Homework Club, in connection with the EPIC parental involvement portion, enables all students the opportunity to review daily classroom instruction and complete assigned tasks successfully. The parents in turn will observe best practices on how to assist their children. This program will take place 2x a week during the after-school session, 3:30-5:00 PM.
Social Studies	<ul style="list-style-type: none"> • The Homework Club, in connection with the EPIC parental involvement portion, enables all students the opportunity to review daily classroom instruction and complete assigned tasks successfully. The parents in turn will observe best practices on how to assist their children. This program will take place 2x a week during the after-school session, 3:30-5:00 PM.
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Students demonstrating irregularities in their behaviors that have been presented at the PPT / AIT committee meeting will receive at-risk services by the guidance counselor, in order to support the student. • A subgroup of 24 male students was identified by the PPT/AIT committee as having difficulty with social skills due to a variety of situations at home. These students were selected to participate in an afterschool young men's club where they will have the opportunity to improve their social skills through different activities and social situations.

At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • Students identified by the SAT committee as exhibiting behavioral and / or mental abnormalities receive at-risk services by the school psychologist as a preliminary to an official evaluation.
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • Students that have been identified as having inconsistencies in their home life are seen at-risk by the school social worker, while at the same time supporting the parents in conjunction with outside agencies.
At-risk Health-related Services	<ul style="list-style-type: none"> • At risk services are provided to students by the social worker from the Borinken Health Center that is housed at P.S. 155.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and

asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

Our school will further encourage school-level parental involvement by:

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- parents will commit to attend 4 or more Parent Association meetings or school-wide events within the school year and serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;
- parents will commit to send their children prepared to school and dressed in uniform.

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN:04M155 School Name: The William Paca School (P.S.155)

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

During the 2010-2011 school year ELL students in grades 3 through 5 did not make sufficient gains in student performance. Also, only 3.5 points were awarded out of a maximum of 15 points in the area of Closing the Achievement Gap

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The school will implement an extended day program along with a Saturday Academy with a focus on ELA. In order to support the implementation of Common Core State Standards (CCSS), P.S.155 will use SINI funds for Teacher Per session during the February Break in order for teachers to revise and continue the curriculum maps for the 2012/2013 school year. The teams will be facilitated by the Assistant Principal and ELA/ESL support personnel from the CFN.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

Teachers will participate in professional development provided by the office of ELLS and consultants from MONDO, an Oral Language development program and Spotlight.

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

The mentoring program involves weekly observations of the mentee with an opportunity to debrief areas of concern/strengths and to plan for the implantation of recommendations/suggestions. The mentor also models lessons and facilitates inter-visitations for the mentee.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents will receive notice of our SINI status via letter and a parent information session in Early January 2012. The parents will receive translations of the letters and the school will utilize it's translation machine on the day of the meeting in order to ensure that all parents understand the content of the meeting. The school also informs parents of the meeting through the monthly calendar that is sent home to parents and through the phone messenger system.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz	District 04	Borough Manhattan	School Number 155
School Name The William Paca School			

B. Language Allocation Policy Team Composition [?](#)

Principal Lillian Raimundi-Ortiz	Assistant Principal Wanda Mendez
Coach	Coach
ESL Teacher Veronica Villanueva	Guidance Counselor Jane Nunez
Teacher/Subject Area	Parent Giles Smith
Teacher/Subject Area	Parent Coordinator Migdalina Abraham
Related Service Provider	Other
Network Leader	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	6	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	357	Total Number of ELLs	133	ELLs as share of total student population (%)	37.25%
------------------------------------	------------	----------------------	------------	---	---------------

Part II: ELL Identification Process

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

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

1. Initial Identification Process

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

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

2. Program Choice

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

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

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

3. Entitlement Letters

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

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

4. Placement of ELLs

Most parents have opted to place their children in the programs available at the school: Dual Language for K-2nd grade students and Transitional Bilingual education program for 3-5th grade students. The program election forms are reviewed by the principal, ESL and bilingual teachers before assigning students to a specific bilingual, dual language or ESL program. These forms are kept on file by the ESL Teacher. A notice is also sent to parents who were unable to attend with information on future orientations and meetings. Through the Phone Messenger, the parent coordinator contacts parents of ELLs to make them aware of upcoming workshops and meetings that will be taking place at the school site. The ESL Teacher also telephones any parents who have missed orientation sessions to encourage them to attend the next session (usually offered within a week of the first session).

5. Trends in Program Choices

Most parents have opted to place their children in the two programs available at the school that offer Spanish instruction along with English instruction: Dual Language for K-2nd grade students and Transitional Bilingual education program for 3-5th grade students. Generally, their reasoning, when questioned, is that they want their children to learn English but not to forget their native language.

6. Program Model Alignment

The programs offered at the school are generally aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes* No●	If yes, indicate language(s): Spanish
Dual language program	Yes* No●	If yes, indicate language(s): Spanish

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	133	Newcomers (ELLs receiving service 0-3 years)	103	Special Education	28
SIFE	0	ELLs receiving service 4-6 years	26	Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	22	0	4	22	0	3	1	0	0	45
Dual Language	44	0	4	0	0	0	0	0	0	44
ESL	37	0	14	4	0	1	3	0	2	44
Total	103	0	22	26	0	4	4	0	2	133

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				16	12	15								43
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	16	12	15	0	43						

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	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish	12	7	17	4	13	10													42	21
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	12	7	17	4	13	10	0	42	21											

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 18

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 1

Asian: 0

Hispanic/Latino: 19

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	3	16	6	3	2								39
Chinese				1										1
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	1			1								4
Haitian														0
French					1	1								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											1
TOTAL	10	4	18	7	4	4	0	47						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Delivery of Instruction.

a. Organizational Models

The school has several different organizational models depending on the program. Generally, each Dual Language and Transitional

A. Programming and Scheduling Information

Bilingual Education class is self contained. The model is different for ESL students. ESL students are pulled out into heterogeneous groups by Grade, where possible.

b. Program Models

The Dual Language and Transitional Bilingual Education classes are blocked. The classes work as a group so that heterogeneous groups of mixed proficiency ELLs work together. The ESL students are not blocked since students are pulled out, however, groups are heterogeneous except that Kindergarten, First and Second Grade beginner students are taught together, Kindergarten and First Grade Advanced students are taught together, and Second and Third Grade Intermediate students are taught together,

2. Mandated Instructional Minutes

Dual Language Program: In the Dual Language program instruction follows the mandated hours for English instruction in such programs with 50% of instruction in English and 50% in Spanish. Dual Language instruction is provided in two languages, English and Spanish, each of which is taught every day. English is taught during the first half of the day using ESL methods and strategies while Spanish is taught during the second half of the day. Since the first three periods of the day are always taught in English (150 minutes per day), all ELLs receive the mandated number of instructional minutes of English (ranging from 180 to 360 minutes per week). They receive 100 minutes of ELA instruction daily. In addition, Dual Language students receive 160 minutes of Native Language instruction daily. The Dual Language classes are self-contained. Students remain with the same teacher but the instructional language is switched halfway through the day. Teachers review the pertinent vocabulary in the day's language at the beginning of the lesson so that instruction may continue uninterrupted. In this manner, students gain proficiency and academic language in both languages. This follows the State's high expectations and standards for all student participants. It encourages the development of language and academic skills in the second language while increasing the mastery of these in the first language.

Transitional Bilingual Program: The Transitional Bilingual program follows the mandated hours for English instruction in such programs. Like in the Dual Language program all English classes are taught using ESL methods and strategies. However, we no longer have the TBE program in Kindergarten, First or Second Grade as we are phasing in the Dual Language program.

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

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

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

3. Content Area Instruction

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

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

ELA:

A. Programming and Scheduling Information

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

Science:

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

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

Math:

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

During the 2008-2009 school year, the 3rd edition of Everyday Mathematics was launched at P.S. 155 and throughout many New York City Public Schools. There were two components added to the program, the Differentiated Handbook and the Assessment Handbook. Teachers at P.S. 155 administer the Pre and Post Unit Tests. Based on students' performance on these tests, teachers group students according to the skills that must be reinforced or enriched. This allows for differentiated instruction to take place through lessons, games or center activities. This method of collecting and analyzing data will continue during the 2011-2012 school year. However, last year in order to acquire mid-unit feedback, we decided to add interim assessments.

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100% 75% 50% 25% Drive instruction in the classrooms. Additionally, in order to help our students understand and make sense of the mathematics being taught, professional development will also be provided to new staff members on how to incorporate mathematics literature-based materials into the Math block. Teachers analyze mathematics data (summative and formative assessments) to allow for planning differentiated instruction and goal setting for individual students. This will help students to understand and make sense of the mathematics being taught.			
100% 75% 50% 25% ESL, Cluster and Related Service Provider Support: Monthly curriculum maps are shared with the ESL			
100% 75% 50% 25% 4. Evaluation of ELLs in their native languages Students are tested using the ELE exam at the end			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

A. Programming and Scheduling Information

the year.

B. Programming and Scheduling Information--Continued

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

8. Targeted Intervention Programs in Content Area Subjects

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

ELA:

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

Science:

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

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

Math:

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

B. Programming and Scheduling Information--Continued

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

8. Targeted Intervention Programs in Content Area Subjects

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

ELA:

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

Science:

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

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

Math:

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

B. Programming and Scheduling Information--Continued

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

8. Targeted Intervention Programs in Content Area Subjects

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

ELA:

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

Science:

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

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

Math:

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

During the 2008-2009 school year, the 3rd edition of Everyday Mathematics was launched at P.S. 155 and throughout many New York

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

C. Schools with Dual Language Programs

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

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

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

D. Professional Development and Support for School Staff

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

1. Professional Development Plan

Date: Subject:

9/6/11 Prof. Development

9/7/11 Staff Conference

9/14/11 1st Writing Workshop for PK – 2 Teachers

9/15/11 1st Writing Workshop for 3-5 Teachers

9/21/11 Workshop on administering ECLAS-2 (Pre-K to 2 teachers)

9/22/11 Workshop on administering ECLAS-2 (3-5 teachers and out of class staff)

9/26/11 SESIS Workshop for cluster teachers

9/27/11 SESIS Workshop for 12:1:1 / CTT teachers

10/4/11 SESIS Workshop for General Ed. teachers

10/5/11 Staff Conference

10/6/11 SESIS Workshop for General Ed. teachers

10/12/11 1st Guided Reading Workshop

10/18/11 CCLS Workshop #1

10/25/11 1st Math Workshop for PK-1 teachers

10/26/11 1st Math Workshop for 2-3 teachers

10/27/11 1st Math Workshop for 4-5 teachers

11/1/11 2nd Writing Workshop for PK – 2 Teachers

11/2/11 Staff Conference

11/3/11 2nd Writing Workshop for 3-5 Teachers

11/8/11 Professional Development Day

11/21/11 Workshop on Analyzing ECLAS-2 (PK to 2 teachers)

11/22/11 Workshop on Analyzing ECLAS-2 (3-5 teachers and out of class staff)

11/29/11 CCLS Workshop #2

11/30/11 2nd Guided Reading Workshop

12/6/11 3rd Writing Workshop for PK – 2 Teachers

12/7/11 Staff Conference

12/8/11 3rd Writing Workshop for 3-5 Teachers

12/12/11 2nd Math Workshop for K-1 teachers

D. Professional Development and Support for School Staff

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

1. Professional Development Plan

Date: Subject:

9/6/11 Prof. Development

9/7/11 Staff Conference

9/14/11 1st Writing Workshop for PK – 2 Teachers

9/15/11 1st Writing Workshop for 3-5 Teachers

9/21/11 Workshop on administering ECLAS-2 (Pre-K to 2 teachers)

9/22/11 Workshop on administering ECLAS-2 (3-5 teachers and out of class staff)

9/26/11 SESIS Workshop for cluster teachers

9/27/11 SESIS Workshop for 12:1:1 / CTT teachers

10/4/11 SESIS Workshop for General Ed. teachers

10/5/11 Staff Conference

10/6/11 SESIS Workshop for General Ed. teachers

10/12/11 1st Guided Reading Workshop

10/18/11 CCLS Workshop #1

10/25/11 1st Math Workshop for PK-1 teachers

10/26/11 1st Math Workshop for 2-3 teachers

10/27/11 1st Math Workshop for 4-5 teachers

11/1/11 2nd Writing Workshop for PK – 2 Teachers

11/2/11 Staff Conference

11/3/11 2nd Writing Workshop for 3-5 Teachers

11/8/11 Professional Development Day

11/21/11 Workshop on Analyzing ECLAS-2 (PK to 2 teachers)

11/22/11 Workshop on Analyzing ECLAS-2 (3-5 teachers and out of class staff)

11/29/11 CCLS Workshop #2

11/30/11 2nd Guided Reading Workshop

12/6/11 3rd Writing Workshop for PK – 2 Teachers

12/7/11 Staff Conference

12/8/11 3rd Writing Workshop for 3-5 Teachers

12/13/11 2nd Math Workshop for K-1 teachers

12/14/11 2nd Math Workshop for 2-3 teachers

12/15/11 2nd Math Workshop for 4-5 teachers

1/4/12 Staff Conference

1/18/12 3rd Guided Reading Workshop

1/19/12 CCLS Workshop #3

1/25/12 3rd Writing Workshop for PK – 2 Teachers

1/26/12 3rd Writing Workshop for 3-5 Teachers

1/31/12 3rd Math Workshop for PK-1 teachers

2/1/12 Staff Conference

2/2/12 3rd Math Workshop for 2-3 teachers

2/3/12 3rd Math Workshop for 4-5 teachers

3/6/12 4th Guided Reading Workshop

3/7/12 Staff Conference

3/15/12 CCLS Workshop #4

3/21/12 4th Writing Workshop for PK – 2 Teachers

3/22/12 4th Writing Workshop for 3 – 5 Teachers

3/27/12 4th Math Workshop for PK-1 teachers

3/28/12 4th Math Workshop for 2-3 teachers

3/29/12 4th Math Workshop for 4-5 teachers

4/4/12 Staff Conference

D. Professional Development and Support for School Staff

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

1. Professional Development Plan

Date: Subject:

9/6/11 Prof. Development

9/7/11 Staff Conference

9/14/11 1st Writing Workshop for PK – 2 Teachers

9/15/11 1st Writing Workshop for 3-5 Teachers

9/21/11 Workshop on administering ECLAS-2 (Pre-K to 2 teachers)

9/22/11 Workshop on administering ECLAS-2 (3-5 teachers and out of class staff)

9/26/11 SESIS Workshop for cluster teachers

9/27/11 SESIS Workshop for 12:1:1 / CTT teachers

10/4/11 SESIS Workshop for General Ed. teachers

10/5/11 Staff Conference

10/6/11 SESIS Workshop for General Ed. teachers

10/12/11 1st Guided Reading Workshop

10/18/11 CCLS Workshop #1

10/25/11 1st Math Workshop for PK-1 teachers

10/26/11 1st Math Workshop for 2-3 teachers

10/27/11 1st Math Workshop for 4-5 teachers

11/1/11 2nd Writing Workshop for PK – 2 Teachers

11/2/11 Staff Conference

11/3/11 2nd Writing Workshop for 3-5 Teachers

11/8/11 Professional Development Day

11/21/11 Workshop on Analyzing ECLAS-2 (PK to 2 teachers)

11/22/11 Workshop on Analyzing ECLAS-2 (3-5 teachers and out of class staff)

11/29/11 CCLS Workshop #2

11/30/11 2nd Guided Reading Workshop

12/6/11 3rd Writing Workshop for PK – 2 Teachers

12/7/11 Staff Conference

12/8/11 3rd Writing Workshop for 3-5 Teachers

12/13/11 2nd Math Workshop for K-1 teachers

12/14/11 2nd Math Workshop for 2-3 teachers

12/15/11 2nd Math Workshop for 4-5 teachers

1/4/12 Staff Conference

1/18/12 3rd Guided Reading Workshop

1/19/12 CCLS Workshop #3

1/25/12 3rd Writing Workshop for PK – 2 Teachers

1/26/12 3rd Writing Workshop for 3-5 Teachers

1/31/12 3rd Math Workshop for PK-1 teachers

2/1/12 Staff Conference

2/2/12 3rd Math Workshop for 2-3 teachers

2/3/12 3rd Math Workshop for 4-5 teachers

3/6/12 4th Guided Reading Workshop

3/7/12 Staff Conference

3/15/12 CCLS Workshop #4

3/21/12 4th Writing Workshop for PK – 2 Teachers

3/22/12 4th Writing Workshop for 3 – 5 Teachers

3/27/12 4th Math Workshop for PK-1 teachers

3/28/12 4th Math Workshop for 2-3 teachers

3/29/12 4th Math Workshop for 4-5 teachers

4/4/12 Staff Conference

5/22/12 5th Writing Workshop for PK – 2 Teachers

E. Parental Involvement

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

1. Parent Involvement Plan

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

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

2. School Partnership

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

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

3. Parent Needs Evaluation

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

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

4. Address of Parents' Needs

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

E. Parental Involvement

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

1. Parent Involvement Plan

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

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

2. School Partnership

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

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

3. Parent Needs Evaluation

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

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

4. Address of Parents' Needs

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

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

	Beginning	Intermediate	Advanced
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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

8. Targeted Intervention Programs in Content Area Subjects

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

ELA:

B. Programming and Scheduling Information--Continued

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

8. Targeted Intervention Programs in Content Area Subjects

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

ELA:

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

Science:

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

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

Math:

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

B. Programming and Scheduling Information--Continued

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

8. Targeted Intervention Programs in Content Area Subjects

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

ELA:

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

Science:

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

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

Math:

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

During the 2008-2009 school year, the 3rd edition of Everyday Mathematics was launched at P.S. 155 and throughout many New York

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.

C. Schools with Dual Language Programs

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

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

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

D. Professional Development and Support for School Staff

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

1. Professional Development Plan

Date: Subject:

9/6/11 Prof. Development

9/7/11 Staff Conference

9/14/11 1st Writing Workshop for PK – 2 Teachers

9/15/11 1st Writing Workshop for 3-5 Teachers

9/21/11 Workshop on administering ECLAS-2 (Pre-K to 2 teachers)

D. Professional Development and Support for School Staff

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

1. Professional Development Plan

Date: Subject:

9/6/11 Prof. Development

9/7/11 Staff Conference

9/14/11 1st Writing Workshop for PK – 2 Teachers

9/15/11 1st Writing Workshop for 3-5 Teachers

9/21/11 Workshop on administering ECLAS-2 (Pre-K to 2 teachers)

9/22/11 Workshop on administering ECLAS-2 (3-5 teachers and out of class staff)

9/26/11 SESIS Workshop for cluster teachers

9/27/11 SESIS Workshop for 12:1:1 / CTT teachers

10/4/11 SESIS Workshop for General Ed. teachers

10/5/11 Staff Conference

10/6/11 SESIS Workshop for General Ed. teachers

10/12/11 1st Guided Reading Workshop

10/18/11 CCLS Workshop #1

10/25/11 1st Math Workshop for PK-1 teachers

10/26/11 1st Math Workshop for 2-3 teachers

10/27/11 1st Math Workshop for 4-5 teachers

11/1/11 2nd Writing Workshop for PK – 2 Teachers

11/2/11 Staff Conference

11/3/11 2nd Writing Workshop for 3-5 Teachers

11/8/11 Professional Development Day

11/21/11 Workshop on Analyzing ECLAS-2 (PK to 2 teachers)

11/22/11 Workshop on Analyzing ECLAS-2 (3-5 teachers and out of class staff)

11/29/11 CCLS Workshop #2

11/30/11 2nd Guided Reading Workshop

12/6/11 3rd Writing Workshop for PK – 2 Teachers

12/7/11 Staff Conference

12/8/11 3rd Writing Workshop for 3-5 Teachers

12/13/11 2nd Math Workshop for K-1 teachers

12/14/11 2nd Math Workshop for 2-3 teachers

12/15/11 2nd Math Workshop for 4-5 teachers

1/4/12 Staff Conference

1/18/12 3rd Guided Reading Workshop

1/19/12 CCLS Workshop #3

1/25/12 3rd Writing Workshop for PK – 2 Teachers

1/26/12 3rd Writing Workshop for 3-5 Teachers

1/31/12 3rd Math Workshop for PK-1 teachers

2/1/12 Staff Conference

2/2/12 3rd Math Workshop for 2-3 teachers

2/3/12 3rd Math Workshop for 4-5 teachers

3/6/12 4th Guided Reading Workshop

3/7/12 Staff Conference

3/15/12 CCLS Workshop #4

3/21/12 4th Writing Workshop for PK – 2 Teachers

3/22/12 4th Writing Workshop for 3 – 5 Teachers

3/27/12 4th Math Workshop for PK-1 teachers

3/28/12 4th Math Workshop for 2-3 teachers

3/29/12 4th Math Workshop for 4-5 teachers

4/4/12 Staff Conference

D. Professional Development and Support for School Staff

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

1. Professional Development Plan

Date: Subject:

9/6/11 Prof. Development

9/7/11 Staff Conference

9/14/11 1st Writing Workshop for PK – 2 Teachers

9/15/11 1st Writing Workshop for 3-5 Teachers

9/21/11 Workshop on administering ECLAS-2 (Pre-K to 2 teachers)

9/22/11 Workshop on administering ECLAS-2 (3-5 teachers and out of class staff)

9/26/11 SESIS Workshop for cluster teachers

9/27/11 SESIS Workshop for 12:1:1 / CTT teachers

10/4/11 SESIS Workshop for General Ed. teachers

10/5/11 Staff Conference

10/6/11 SESIS Workshop for General Ed. teachers

10/12/11 1st Guided Reading Workshop

10/18/11 CCLS Workshop #1

10/25/11 1st Math Workshop for PK-1 teachers

10/26/11 1st Math Workshop for 2-3 teachers

10/27/11 1st Math Workshop for 4-5 teachers

11/1/11 2nd Writing Workshop for PK – 2 Teachers

11/2/11 Staff Conference

11/3/11 2nd Writing Workshop for 3-5 Teachers

11/8/11 Professional Development Day

11/21/11 Workshop on Analyzing ECLAS-2 (PK to 2 teachers)

11/22/11 Workshop on Analyzing ECLAS-2 (3-5 teachers and out of class staff)

11/29/11 CCLS Workshop #2

11/30/11 2nd Guided Reading Workshop

12/6/11 3rd Writing Workshop for PK – 2 Teachers

12/7/11 Staff Conference

12/8/11 3rd Writing Workshop for 3-5 Teachers

12/13/11 2nd Math Workshop for K-1 teachers

12/14/11 2nd Math Workshop for 2-3 teachers

12/15/11 2nd Math Workshop for 4-5 teachers

1/4/12 Staff Conference

1/18/12 3rd Guided Reading Workshop

1/19/12 CCLS Workshop #3

1/25/12 3rd Writing Workshop for PK – 2 Teachers

1/26/12 3rd Writing Workshop for 3-5 Teachers

1/31/12 3rd Math Workshop for PK-1 teachers

2/1/12 Staff Conference

2/2/12 3rd Math Workshop for 2-3 teachers

2/3/12 3rd Math Workshop for 4-5 teachers

3/6/12 4th Guided Reading Workshop

3/7/12 Staff Conference

3/15/12 CCLS Workshop #4

3/21/12 4th Writing Workshop for PK – 2 Teachers

3/22/12 4th Writing Workshop for 3 – 5 Teachers

3/27/12 4th Math Workshop for PK-1 teachers

3/28/12 4th Math Workshop for 2-3 teachers

3/29/12 4th Math Workshop for 4-5 teachers

4/4/12 Staff Conference

5/22/12 5th Writing Workshop for PK – 2 Teachers

E. Parental Involvement

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

1. Parent Involvement Plan

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

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

2. School Partnership

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

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

3. Parent Needs Evaluation

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

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

4. Address of Parents' Needs

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

E. Parental Involvement

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

1. Parent Involvement Plan

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

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

2. School Partnership

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

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

3. Parent Needs Evaluation

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

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

4. Address of Parents' Needs

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	9	10	6	0	1								32
Intermediate(I)	3	9	10	9	6	11								48
Advanced (A)	11	3	11	8	11	10								54
Total	20	21	31	23	17	22	0	0	0	0	0	0	0	134

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	7	2	0	17
4	8	10	1	0	19
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4		12		1		0		17
4	4		14		4		0		22

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		9		8		0		21
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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)	14	17	17	10			3	
Chinese Reading Test								

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

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

1. Assessment Tools

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

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

Teachers meet at grade meetings to discuss the data in order to make decisions on grouping students as well as departmentalization for reading.

2. Data Patterns

Generally, we find that students become Proficient in Listening and Speaking before they become Proficient in Writing. At PS 155 we have found Second Language students do well until they reach a level J in reading (2nd Grade). Once the text becomes more complicated their progress from level to level stagnates. We have found that by introducing vocabulary with visual aids or hands-on experiences the students begin to move more quickly. The main reason that we see for this is that students stop reading in Spanish around Grade Two although we try to maintain their Native Language, thus, there is no transfer of the knowledge they have learned in English. Once they stop reading in Spanish at a more sophisticated level their progress in English stops due to the fact that much of the vocabulary they are learning is academic in nature and they have no reference point in Spanish.

3. How do Patterns Affect Instructional Decisions?

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

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.

Part VI: LAP Assurances

School Name: <u>PS 155 The William Paca School</u>		School DBN: <u>04M155</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lillian Raimundi Ortiz	Principal		
Wanda Mendez	Assistant Principal		
	Parent Coordinator		
Veronica Villanueva	ESL Teacher		10/25/11
Elijah Giles Smith	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Deseree Easton	Coach		
	Coach		
Jane Nunez	Guidance Counselor		

School Name: PS 155 The William Paca School

School DBN: 04M155

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 04M155 **School Name:** William Paca School

Cluster: 6 **Network:** 07

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

Part A: Needs Assessment Findings

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

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

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

Of the parents surveyed one set of parents speak Mandarin and brings an interpreter to meetings. As far as correspondence we translate all school mailings. One set of parents speak Arabic and has brought an interpreter to meetings. The remainder of the parents surveyed speaks either English or Spanish. Since the ESL and bilingual teachers speak both languages no interpreter is needed. Written communications are sent out in both English and Spanish. Parent surveys and PA feedback to the PS 155 SLT committee indicated that many parents who are non English speakers would like to learn more about the school's CEP. In addition, there are some issues that have been brought up at SLT meetings regarding information that is sent to schools that have not been translated in the past by the region and was not available in their native language. Although translating the entire CEP can be a challenging task, translation money will be used to do so.

Part B: Strategies and Activities

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

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

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

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

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

- a. We have materials in more than one language
- b. All signs are written in English and Spanish, Mandarin and Arabic
- c. We have a contact person/department to get text translated
- d. We have a contact to have translations available for parents
- e. The school utilizes the phone messenger which translates messages into English and Spanish

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S 155	DBN: 04M155
Cluster Leader: Craig Pinckney	Network Leader: Elmer Myers
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school *After school <input checked="" type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K *1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The Read tutorial program consists of one to one tutoring by high school students for 1st grade ELL students that are not quite on reading level. The high school students are trained by the READ consultants and use a scripted curriculum to tutor the students in reading. The main focus of the session is on decoding. The students are then supervised by teachers that are also trained by the READ consultants. The students participate in two sessions during the 90 minute period. The students are split into two groups. The first group goes to homework help for 45 minutes. In this session the high school students assist the students with their homework. Forty five minutes later they move to the second session which consists of the one to one reading tutorial. The students are assessed frequently and reports on their progress is shared with the school and their parents. The program runs for forty five sessions from mid- January to early June

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: The teachers that deliver the instruction and supervise the tutors in the READ program participate in an all day training session where the program and its assessments are explained to the staff. The teachers also participate in a training session with the High school tutors.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents of students participating in read participate in an orientation session along with site visits where parents are able to watch the tutorial sessions while they are in progress. Teachers, Parents, Tutors and Students participate in a finale READ celebration where the students and the tutor are presented with certificates and a final count of all the books they have read in the 45 sessions.

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$17928

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem	\$6800.00 \$2628.00	Per -session for teachers and Per- session for Supervisor
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.	\$8500.00	READ Program Consultants and training
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	N/A	
Educational Software (Object Code 199)	N/A	
Travel	N/A	
Other	N/A	
TOTAL	\$17,928.00	