



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 155 M

DBN (DISTRICT/ BOROUGH/ NUMBER): 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	
Nicole Gill	*UFT Chapter Leader or Designee	
Argelia Cordero	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Laura Higgins	Member/Chairperson	
Nicole Veselovsky	Member/Co-Chairperson	
Marilyn Gonzalez	Member/Timekeeper	
Norma Balmes	Member/Parent	
Mayra Bailon	Member/Parent	
Edith Ortega	Member/Parent	
	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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.
To continue to build teacher teams' capacity in order to align units of study with the Common Core Learning Standards (CCLS) and the curriculum in all content areas. Building off of last year's work and throughout the 2012-2013 school year, teacher teams will continue to revise units of study in all content areas (English, Math, Social Studies, and Science) while aligning them to the CCLS and the Citywide Expectations. All teachers will implement two common core aligned units that:
 - **Address selected CCLS.**
 - **Incorporates the skills outlined in the relevant Common Core instructional shifts.**
 - **Include rigorous performance tasks in order to assess student learning as indicated by Webb's Depth of Knowledge.**

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.
An analysis of the results of the NYS ELA and Math scores showed that the students did not meet grade level criteria in either reading or math.
 - **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) key personnel 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.
- **Teachers will participate in weekly grade meetings during common planning periods with the support of Network's 607 Achievement Coach.**
- **Teacher teams will examine student work during common planning periods to understand gaps of student knowledge in order to inform the revisions that will take place in the units of study.**
- **Teachers will participate in weekly meetings between administration and teacher teams in order to coordinate and design work across the grades.**
- **Departmentalization in order to address individual student needs, including SWD's and ELL's (including the SETSS and IEP teachers).**
- **Teacher teams will assess the quality of student work as a result of the implementation of the two units of study, as part of the Citywide Expectation mandate.**
- **Teachers will participate in staff development on the creation of UBD's.**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). 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 student learning and outcomes.
- Parents will participate in workshops that delineates the creation of a UBD unit while at the same time aligns to the CCLS.
- Parents will participate in workshops that show how rubrics are used to guide students through performance tasks and/or culminating projects that will measure the level of mastery when it comes to the CCLS being addressed.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Tax Levy will cover teacher/ paraprofessional salaries
- Title 1 funds will support parents workshops and afterschool programs
- Target and title III grants will support parent workshops

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.
To improve teacher effectiveness including those new to the profession, with meaningful formative feedback and next steps from short, frequent cycles of formative and formal classroom observations. As part of the Network 607's participation in the Teacher Effectiveness Program (TEP) during the 2012-2013 school year:
 - **The administration will visit each teacher's classroom, formally and informally, 6-10 times throughout the school year.**
 - **Formative feedback sessions will take place within one week of the observation in order to provide immediate differentiated support in the identified areas of need.**
 - **Feedback will result in improvement in teacher practice.**

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) key personnel 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.
 - **Introduction of the TEP to the staff (June 2012).**
 - **Teachers voted on whether or not to partake in the TEP pilot (June 2012).**
 - **Professional development on feedback norms as per the TEP guidelines which includes the Danielson Framework rubric for Teacher Effectiveness.**
 - **Professional development provided to administration by the Talent Management Coach (TMC) during weekly visits, including how to input feedback on ARIS Learn.**
 - **TMC shadows administration during the frequent formative observations.**
 - **TMC monitors feedback sessions between administration and teachers.**
 - **TMC provides administration with feedback and support on the feedback sessions.**
 - **Provide teachers with support as a result of feedback sessions via professional development, inter-visitations, etc.**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Parents will participate in workshops on the implementation of the Teacher Effectiveness Program (TEP) Pilot and how it impacts student learning and outcomes.
- Parents will participate in workshops that delineate how a well-planned lesson / unit of study that is aligned to the CCLS will improve teacher effectiveness and student outcomes.
- Parents will participate in workshops that will inform them of the curriculum being presented to their children per grade, and how it aligns to the CCLS and the Citywide Expectations, resulting in a well-informed parent body.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Target and title III grants will support parent workshops and afterschool/ Saturday academies for student enrichment and intervention
- Tax Levy funds will cover teacher/ paraprofessional salaries and other support staff salaries
- Title 1 funds will support parents workshops and afterschool programs

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.
 - **Students will show progress in process writing, as it refers to the explanation of strategies/skills used in problem solving in math.**
 - **Student performance will increase as a result of an extension to the math block.**
 - **60% of students will effectively demonstrate mathematical thinking and problem solving skills in operational strands and word problems across grades 3 to 5. Teachers will monitor student progress via benchmark and post-unit assessments.**

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 Math exam, as evidenced in the 2011-2012 Progress Report and the ELA scores.**
 - **In the beginning of the year, administration analyzed the result of the NYS Math exam.**
 - **After an analysis of the questions students got wrong most often, we noticed that they were questions that required the students to do process writing.**
 - **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 2011-2012 NYS Math scores indicated that some students were not meeting the necessary criteria in 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 multiple-step operations.**

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) key personnel 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.
 - **Teachers will align Everyday Math Units to the CCLS.MP.3 Construct viable arguments and critique the reasoning of others.**
 - **Teachers will use the UBD template to plan entire units which include an initial assessment, formative assessment, final performance task, Content Standards Rubric, Exemplars that addresses CCLS-based on guiding essential questions.**
 - **Teachers will develop two common core aligned units of study that will incorporate opportunities for students to demonstrate mathematical thinking and skills learned via culminating unit activities.**
 - **Teachers will meet monthly in a cross-grade inquiry team to analyze and assess student work and data, in order to provide support via the regrouping of students and the re-teaching of lessons.**
 - **Students in grades 3 – 5 will participate in an additional 30 minute math block (37.5 minutes – extended day)**
 - **Grades 3 & 4: Focus on fractions; multiplication and division**
 - **Grade 5: Focus on decimals; 4 operations in order to address individual needs, which in turn will raise student performance levels.**

- In grade 3-5, the student will be able to explain their process, which is the first step in justifying their findings. 3.OA.8&9, MP3 (convincing agreement)
- The student uses precise mathematical language to support her/his viable argument. Some terms include the names of the shapes, area, and fraction, money, decimal, and percent notation
- Teachers will review needed academic language, and model the meanings of the words/phrases, if needed (e.g., congruency, equivalent, polygon).

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **Parents will participate in workshops that outline the 60 minute math block and its components, and 37.5 minutes – extended day.**
- **Parents will be presented with the opportunity to experience taking the NYS Math exam in order to gain a better understanding of the criteria their children will need to meet and the stressors that it entails, such as explicitly showing the steps taken to solve the problem.**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 _____ Tax Levy _____ ✓ Title I _____ Title IIA _____ Title III _____ ✓ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Target and title III grants will support parent workshops and afterschool/ Saturday academies for student enrichment and intervention
- Tax Levy funds will cover teacher/ paraprofessional salaries and other support staff salaries
- Title 1 funds will support parents workshops and afterschool programs

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.
 - **Students will show progress in ELA as they comprehend and evaluate complex texts across a range of disciplines and construct effective arguments, in order to convey multi-faceted information. 75% of students will demonstrate the ability to construct effective verbal and written arguments, in order to convey multi-faceted information. Measured by discussion, journal entry, end of unit extended written responses. 50% of students will perform at grade level on the NYS 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 2011-2012 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 2011-2012 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) key personnel 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.
- **Teachers will meet weekly on grade level teams to assess student work and plan lessons that demand evidence to support a claim in reading and writing. A rubric will be developed to assess the use of evidence supporting the claim.**
- **Teachers will use the UBD template to plan entire units which include a initial assessment, formative assessment, final performance task, Content Standards Rubric, Exemplars that addresses CCLS-based on guiding essential questions. Teachers will use the UBD template to plan entire units which include a culminating project/activity that addresses CCLS-based essential questions.**

- Teachers will create higher order thinking questions that will engage students in discussions that will demonstrate comprehension and synthesis of complex texts.
- Teachers will develop two common core aligned units of study that will incorporate opportunities for students to demonstrate comprehension and the ability to evaluate complex texts across a range of disciplines via culminating rubric based projects that will be entered into ARIS.
- Students in grades 3 – 5 will participate in an additional 30 minute guided reading in order to address individual needs, which in turn will raise student performance levels. Students will integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. RI.5.9
- Teachers will facilitate managing information and resources by providing graphic organizers and templates for taking notes and organizing data, such as creating a T-chart to organize, list, and compare and contrast facts.
- Calendar outlining ELA Units of Study overview for the year in conjunction with CCLS.
- Results of TC running records and Predictive.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Parents will participate in workshops that outline the 90 minute literacy block and its components.
- Parents will be presented with the opportunity to experience taking the NYS English Language Arts (ELA) exam in order to gain a better understanding of the criteria their children will need to meet and the stressors that it entails, such as responding to literature via constructed responses and writing essays where they need to compare and contrasts stories.
- Parents will participate in several reading and writing celebrations throughout the year.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 _____ Tax Levy _____ ✓ Title I _____ Title IIA _____ Title III _____ ✓ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Target and title III grants will support parent workshops and afterschool/ Saturday academies for student enrichment and intervention
- Tax Levy funds will cover teacher/ paraprofessional salaries and other support staff salaries
- Title 1 funds will support parents workshops and afterschool programs

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Read Alliance (1st grade) - RTI • Intergenerational Tutorial Program (2nd to 5th grade) - RTI • Reading Partners Tutorial (2nd to 5th grade) - RTI • Accelerated Reader (Pre-K to 5th grade) • Imagine Learning (K to 5th grade) • NYSESLAT Preparation (K to 5th grade) • Extended Day & Saturday Academy Test Prep (3rd to 5th grade) – RTI • 45 minute test prep reading groups (3rd to 5th grade) –RTI 	<ul style="list-style-type: none"> • One-to-one reading tutorial and homework help • One-to-one reading tutorial (45 minutes during the school day) • One-to-one reading tutorial (45 minutes during the school day) • Computer tutorial for ELL students in whole class laboratory and classroom • Computer tutorial for ELL students in classroom • Small group • Extended day and Saturday Academy • Homogenous small group instruction • Integrated homogeneous groups 	<ul style="list-style-type: none"> • After-school • During the school day • Extended day and Saturday • After-school and Saturday • During the school day
Mathematics	<ul style="list-style-type: none"> • 37.5 minute tutorial program • Accelerated Reader 'Math in a Flash' • Extended Day & Saturday Academy Test Prep (3rd to 5th grade) – RTI 	<ul style="list-style-type: none"> • Small group • Computer tutorial for all students in classroom • Extended day and Saturday Academy 	<ul style="list-style-type: none"> • Extended day • During the day • Extended day
Science			
Social Studies			

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Girls group to get ready for middle school 	<ul style="list-style-type: none"> • Small group 	<ul style="list-style-type: none"> • During lunchtime
--	--	---	--

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

PS 155 works in collaboration with universities in order to identify future educators via student teaching experience.

PS 155 recruits future teachers through the Bilingual Pupil Services program (BPS) where the intern participates in a full year of hands-on student teaching while attending college courses.

Administration participates in hiring halls and uses the network as a resource to acquire resumes and recommendations from fellow administrators.

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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- 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;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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; providing parents the opportunity to meet the teachers early on in the year during Meet the Teacher Night, which is held in September of each year;
- 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;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- 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; using phone messenger system to remind parents about upcoming events;
- 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 prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or 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;

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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	Guidance Counselor Jane Nunez
Teacher/Subject Area Marilyn Gonzalez-Bil. Teacher	Parent Argelia Cordero
Teacher/Subject Area	Parent Coordinator Magdalena Abraham
Related Service Provider	Other
Network Leader Elmer Myers	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	0	Number of certified bilingual teachers	7	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special 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	360	Total Number of ELLs	133	ELLs as share of total student population (%)	36.94%
------------------------------------	------------	----------------------	------------	---	---------------

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 administration before signature. The teaching staff at registration include SETSS, Ms. Ramirez and Ms. Gill, Speech teachers, Ms. Malave and Ms. Yarmolowitz, and the Social Worker, Ms. Heney. Students are informally interviewed by trained staff 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, administration 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. A Bilingual teacher, Ms. Alier administers the Spanish LAB to those students eligible to take the exam. Ms. Alier 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 a Bilingual teacher.

2. Program Choice

Within ten days of students' enrollment an orientation is provided for all parents of English Language Learners by 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, 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. 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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	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														To t#
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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.

4. Evaluation of ELLs in their native languages

A. Programming and Scheduling Information

Students are tested using the ELE exam at the end of the year. They are also periodically assessed by their classroom teachers throughout the year.

5. Differentiated Instruction for ELL Subgroups

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

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

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

d. Long Term ELLs: The school currently has four long term ELLs. Two of them are ELL-SWDs, the other two repeated a grade and are performing at grade level. Please see answer to item 6, below.

6. Instructional strategies for ELL-SWDs

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

7. Curricular, Instructional and Scheduling Flexibility for ELL-SWDs

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 speak. Do not include:

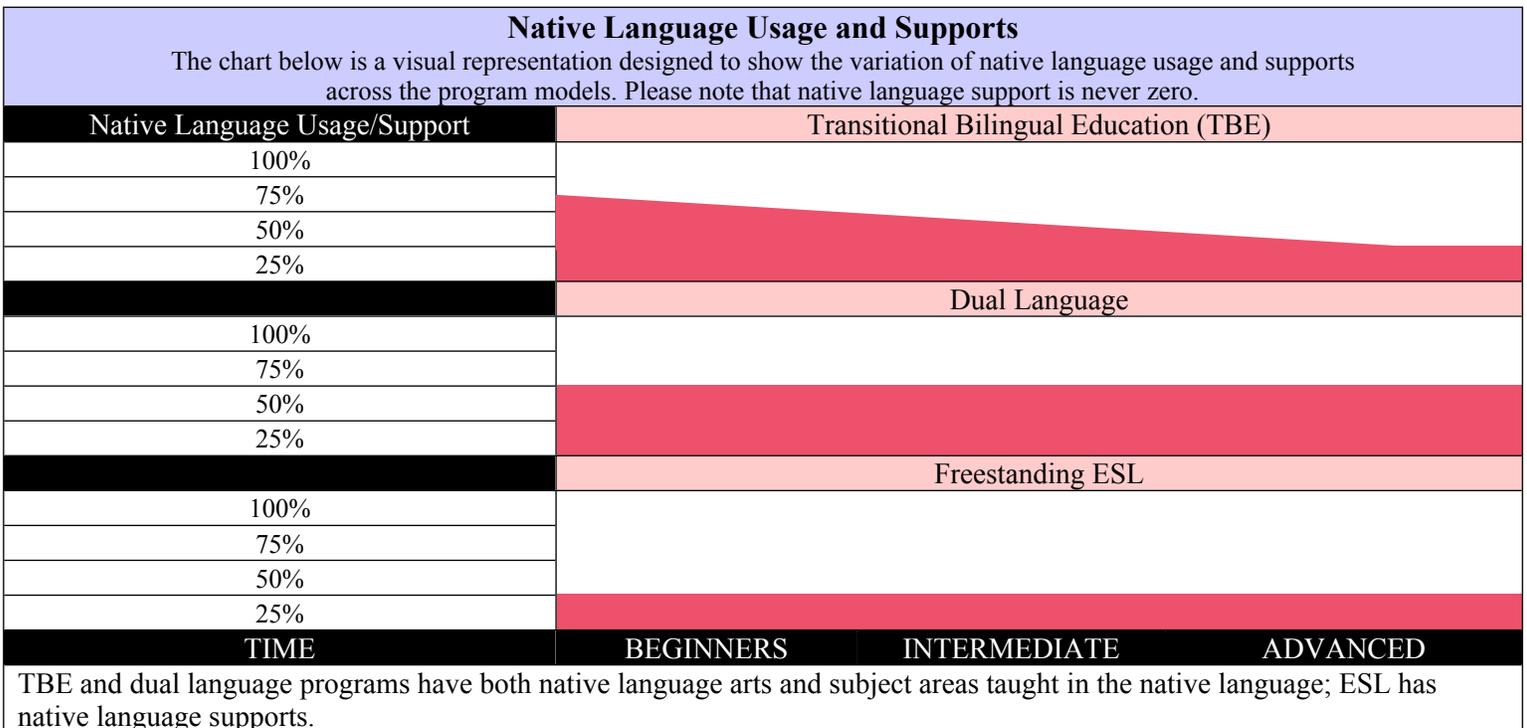
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				

Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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. 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.

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

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

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

10. New Programs

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

We relaunched an Accelerated Reading program. This program monitors student reading progress through a computer program that tests student comprehension and uses the Fountas & Pinnell leveling system. It allows teachers to review student progress on a daily basis and allows them to plan for differentiated instruction. Our school's Reading teacher is now teaching the Accelerated Reading program with his groups.

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

11. Discontinued Programs

This year we discontinued the Transitional Bilingual Education program for the Second Grade. We have chosen to transition to the Dual Language program because parents have continually expressed the desire that their children be equally fluent in English and Spanish when they leave the school.

12. Equal Access and Supplemental Services

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

requested.

13. Instructional Materials

Instructional materials used to support ELLs are as follows:

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

14. Native Language Support

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

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

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

15. ELL ages and grade levels

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

16. Newly enrolled ELL Assistance

- The school holds a Meet the Principal night in August, a week or two before school begins. This meeting is done in the parents’ native language.
- Meet the Provider: Takes place in the first few weeks of school. Parents meet the different providers that service their children and have an opportunity to ask any questions they may have about the services their children are entitled to and are receiving.
- Meet the New Faces: Takes place in the first two weeks of school. Students get to know the building and staff through activities and games.

- Meet the Teacher Evening and Afternoon: During the second week of September parents can meet the teachers and learn about the curriculum. They are also given a Parent Handbook which is translated into their native language. This handbook contains information about the school's rules and daily procedures.

17. Language Electives Offered to ELLs

PS 155 does not offer language electives.

C. Schools with Dual Language Programs

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

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

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

D. Professional Development and Support for School Staff

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

1. Professional Development Plan

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

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

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

3. 7.5 hours of ELL training as per José P.

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

In addition, since 37.25% of our students are ELLs and the majority of our students speak other languages at home, all of our teacher training includes information on using the different techniques and programs with ELLs.

E. Parental Involvement

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

1. Parent Involvement Plan

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

- A 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)								
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.

4. See answers to question 2, above.

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

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

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

5. Dual Language Program

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

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

c. EP Performance on State and City Assessments

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

6. Success of the ELL Programs

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

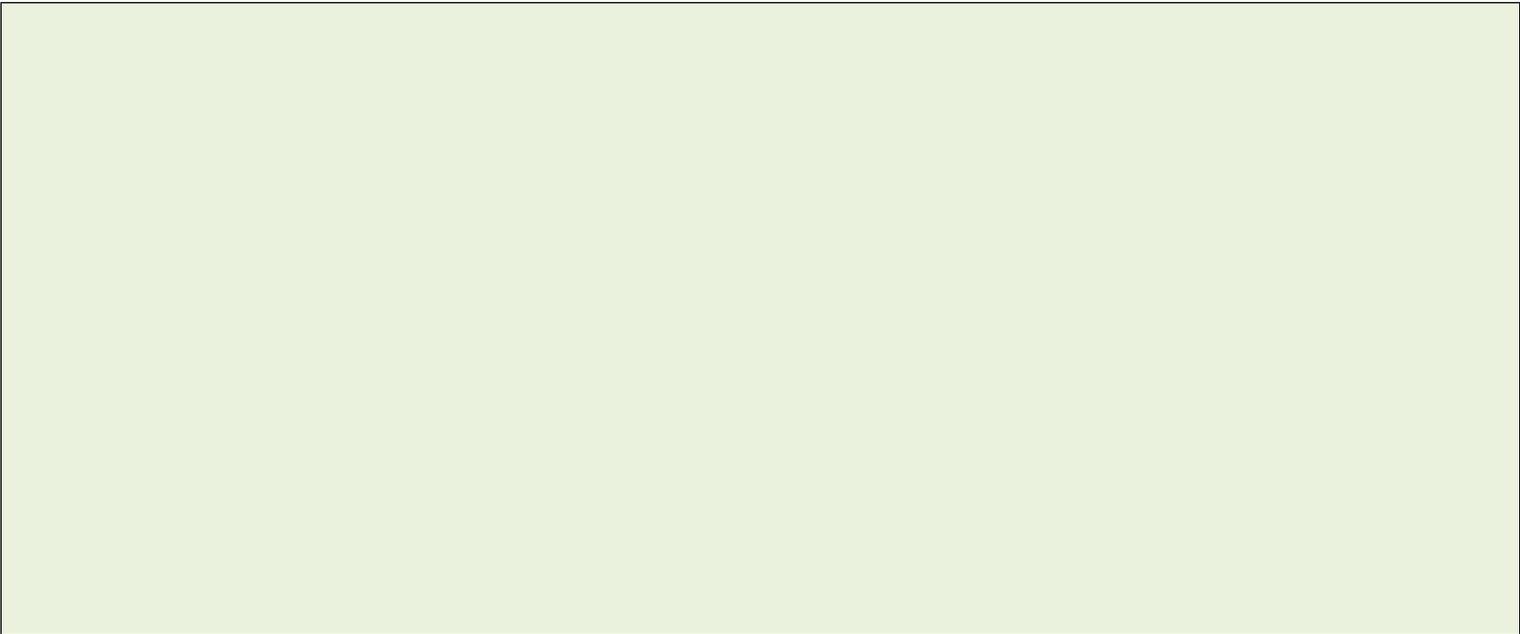
At the higher grade levels we have the NYS Math exam, ELA exam, NYS Science exam, NYSESLAT and the pre and post learning unit exams. Students are given a choice in the upper grades to take the Math and Science tests in the language of their choice. Students who have reached proficiency in English tend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

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

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

Additional Information

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



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		
	Network Leader		
	Other		

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)
	Other		
	Other		
	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

2012-13 Comprehensive Education Plan (CEP)

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: William Paca	DBN: 04M155
Cluster Leader: Elmer Myers	Network Leader: Jose Ruiz
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: During school Hours
Total # of ELLs to be served: 133
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 11
of certified ESL/Bilingual teachers: 6
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: After School Program: We propose an after school program using the bilingual Imagine Learning software. The Imagine Learning software uses engaging multimedia to teach students to speak and read English. Imagine Learning provides instruction and practice in the five essential components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. It also provides strategic first language support in 13 languages. For our SIFE students, it will help fill the gaps and provide the key content-specific vocabulary and concepts from earlier grade levels these students have missed. Imagine Learning will help our newcomers gain both social and academic language exposure by providing them with peer-to-peer modeling videos. A bilingual teacher will monitor the students using the program and use the data to target areas of academic and language needs. This data will be shared with their classroom teacher to inform their instruction. The program will be offered two days a week from 3:30-5:00 pm. We are hoping to run the program from February to May.

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: Imagine Learning will also provide a four hour onsite training to the staff who will be using the software. The goal of the session is to ensure a best practices implementation of Imagine Learning at our school. The training will expose teachers to the program's scope and sequence; give them hands-on experience with the software; and help them understand how to use the actionable data provided by the program's reports to individualize classroom instruction.

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

Part D: Parental Engagement Activities

Begin description here: The Imagine Learning software will also promote parental involvement. At the start of the program, parents will receive a letter from Imagine Learning explaining the program and describing ways parents can help continue their child's literacy education at home. The program then generates progress reports (in one of the 15 languages the program supports) that the child brings home. The reports itemize students' accomplishments and offer reminders of which skills students should practice and review at home. The software also generates materials to be worked on at home including vocabulary worksheets, letter worksheets, rhyming word books, sight word flashcards, and many other supporting pieces.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$16303

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 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)	16303.00	133 Imagine Learning Licenses vendor #1MA040000 Contract # B182001
Travel		
Other		
TOTAL	16303.00	

