



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: WILLIAM PACA PS155
DBN (i.e. 01M001): 04M155
Principal: LILLIAN RAIMUNDI-ORTIZ
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Superintendent: ALEXANDRA ESTRELLA
Network Leader: ELMER MYERS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Lillian Raimundi-Ortiz	*Principal or Designee	
Nicole Gill	*UFT Chapter Leader or Designee	
Mayra Bailon	*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	
Marilyn Gonzalez	Member/	
Laura Higgins	Member/	
Nicole Veselovsky	Member/	
Victoria Lopez	Member/	
Argelia Cordero	Member/	
Inocencia Rodriguez	Member/	
Norma Balmes	Member/	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 improve teacher effectiveness including those new to the profession, with meaningful specific formative feedback and next steps from short, frequent cycles of informal/formal classroom observations as part of the ADVANCE implementation during the 2013-2014 school year

1. The administration will visit each teacher's classroom, formally and informally, 4-6 times throughout the school year.
2. 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.
3. Teachers will receive a copy of the evaluation within 90 days.
4. Feedback will result in improved teacher practice and improved student outcomes.

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.

1. 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.
2. The final report of the 2010-2011 Quality Review indicated a need for differentiated staff development in order to improve teacher effectiveness and student outcomes.
3. The final report of the 2010-2011 Quality Review indicated a need for a rigorous curriculum and rigorous student tasks.
4. The final report of 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.
5. As a result of participating in the Teacher Effectiveness Program (TEP) pilot during the 2012-13 school year, several areas were identified as in need of improvement when it comes to teacher effectiveness. It was noted that teachers most often ranked in the developing stage when it came to questioning, differentiated instruction and the use of data to support and drive instruction.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Implementation of ADVANCE for all classroom teachers and targeted out of classroom teachers
2. Teachers voted on and implemented the TEP pilot during the 2012-13 school year and will utilize the knowledge gained in order to improve teacher effectiveness during the 2013-14 school year.
3. Ongoing professional development on feedback norms as per the ADVANCE guidelines which includes the Danielson Framework rubric for Teacher Effectiveness and encompasses all four domains and 22 competencies.
4. Professional development support provided to administration by the Talent Management Coach (TMC) on the implementation of ADVANCE will be turn-key to the teachers.
5. TMC shadows administration during formal and informal observations and monitors the calibration of observation in domains.
6. TMC monitors feedback sessions between administration and teachers.
7. TMC provides administration with feedback and support on the feedback sessions.
8. Administration will provide teachers with support as a result of feedback sessions via professional development, inter-visitations, etc.
9. Administration and the SAT Committee will provide differentiated professional development on RTI Tiers 1-3 in order to provide teachers with the tools to support students performing on different levels

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal, Talent Management Coach, SAT Committee and network support via professional development for administration and staff

- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Initial, mid-year and end of year conferences with teachers in order to plan on how to improve teacher practice
 2. Frequent feedback sessions within one week of informal and formal observations with next steps and added support for teachers (ie: model lessons, side by side coaching, classroom visits and professional development opportunities)
- D. Timeline for implementation and completion including start and end dates**
1. October 2013 through April 2014 as per ADVANCE/ NYC DOE guidelines
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Network 607 and talent coach
 2. Professional development on ADVANCE for administration and staff provided by the DOE and the network
 3. In house professional development provided by the SAT Committee
 4. Differentiated professional support for teachers in the form of inter-visitations, modeled lessons and peer-to-peer professional development which will encompass domain 4 of the Danielson Framework (Professional Growth and Development).

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).
1. Parents will participate in workshops on the implementation of the ADVANCE Teacher Evaluations System and how it impacts student learning and outcomes.
 2. 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.
 3. 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	X	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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.
- Students will show progress in procedural 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. Teachers will monitor student progress via benchmark and post-chapter assessments.**
- 60% of students in grades 3-5 will perform at grade level on the NYS Math exam.
 - 60% of students will effectively demonstrate mathematical thinking and problem solving skills in operational strands and word problems across grades 3 to 5.

Comprehensive Needs Assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- The results of the 2012-2013 NYS Math scores indicated that some students were not meeting the necessary criteria in math. At the beginning of the 2013-14 year, administration analyzed the result of the NYS Math exam.
1. English Language Learners (ELL's) and Students with Disabilities were identified as the groups with the greatest need of intensive intervention.

2. An item analysis of the NYS Math exam showed that students are deficient in strategies that require multiple-step operations and process writing.
3. English Language Learners (ELL) and Students with Disabilities did not perform at grade level on the NYS Math exam, as evidenced in the 2012-2013 Progress Report and the NYS Math scores.
4. After an analysis of the questions that most students got incorrect, we noted questions that required the students to complete process writing.
5. On our final report of the 2010-2011 Quality Review, it was noted that our school had evidence of rigorous tasks in isolation and pockets of differentiated instruction throughout the building. However, the lack of continuity resulted in inconsistent student work products.
6. Teacher questioning was also noted as an area in need of improvement in our 2010-2011 Quality Review report.
7. Teacher feedback to students was identified as needing 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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will plan initial assessment, formative assessment, final performance tasks, Content Standards Rubric, Exemplars that addresses CCLS-based on guiding essential questions.
2. Teachers will meet monthly in grade inquiry teams to analyze and assess student work and data, in order to provide support via the regrouping of students and the re-teaching of lessons.
3. Students in grades 3 – 5 will participate in a 75 minute math block
4. 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.
5. 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)
6. The students will use precise mathematical language to support her/his viable argument. Some terms include the names of the shapes, area, fraction, money, decimal, and percent notation
7. Teachers will review needed academic language, and model the meanings of the words/phrases, if needed (e.g., congruency, equivalent, polygon).
8. Teachers will adhere to “on-demand” assessments and provide the RTI intervention strategies to ensure that ALL students receive the immediate appropriate support

B. Key personnel and other resources used to implement each strategy/activity

1. Classroom teachers, support staff, paraprofessionals and network personnel
2. Teachers will attend in house professional development and professional development provide by the network
3. Teachers will look at student work and analyze assessments in order to plan for next steps
4. After school programs and Saturday Academy
5. Parent workshops

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. NYC DOE Baseline assessments, NYC Performance Assessments
2. 2013-2014 NYS Math Exam
3. Go Math chapter assessments
4. Test simulations accompanied by item analysis and plan for next steps

D. Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. RTI – Intervention Scaffold Strategies
2. After school program and Saturday Academy
3. 50 minute tutorial groups
4. Go Math differentiated intervention resources
5. On line activities through “Think Central”
6. Math in a flash

7. ARIS and Engage NY

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).

- 8. Parents will participate in workshops that outline the 75 minute math block and the GO MATH components
- 9. 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	X	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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.

- 1. 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.
- 2. 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 entries, end of unit extended written responses.
- 3. 50% of students in grades 3-5 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.

- 1. English Language Learners (ELL) and Students with Disabilities did not perform at grade level on the NYS ELA exam, as evidenced in the 2012-2013 Progress Report and the ELA scores.
- 2. At the beginning of the year, administration analyzed the TC Reading Assessments from the previous year. Student growth was charted throughout the grade levels. There was an 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 complexity become more sophisticated in levels J, K, L.
- 3. The students need to demonstrate higher levels of comprehension through the ability to manipulate more sophisticated texts which include multiple characters, and sub plots.
- 4. 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.
- 5. 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.
- 6. Teacher questioning was also noted as an area in need of improvement in our 2010-2011 Quality Review report. Teachers' questions were viewed as knowledge based and mostly recall questions.
- 7. 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.
- 8. The results of the 2012-2013 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.
- 9. 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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. ELL's and Students with Disabilities (many of which are ELL's) will participate in an extended day program. This will occur twice a week. They will also participate in a 10 week Saturday Academy.
2. Teachers will meet weekly on grade level teams to assess student work and plan lessons that are rigorous that include higher order questioning and tasks which would be evident in student discussions and in response to literature. Rubrics and checklists will be developed to assess and support students.
3. Teachers will model how to respond to higher order thinking questions that will engage students in discussions demonstrating comprehension and synthesis of complex texts.
4. 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
5. Teachers will facilitate managing information and resources by providing graphic organizers and templates for taking notes and organizing information, such as creating a T-chart to organize, list, and compare and contrast facts.
6. Teachers will model how to utilize the text to respond to text dependent questions. Students will be given the opportunity to respond to text dependent questions using the text as their source.
7. Results of TC running records and Predictive.

B. Key personnel and other resources used to implement each strategy/activity

1. Classroom teachers, related service providers, paraprofessionals and support staff
2. Reading and Math afterschool program; Saturday Academy

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. T.C. Running Records completed every 6 weeks in order to monitor student progress
2. ELA unit assessments (Ready Gen and Expeditionary Learning)
3. Accelerated Reader
4. Imagine Learning Assessments-for ELL students
5. Grade level inquiry groups
6. NYC Performance Assessments
7. NYS ELA State Exams

D. Timeline for implementation and completion including start and end dates

1. September 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. T.C. Running Records
2. ELA Pre/Interim/post unit assessments (Ready Gen and Expeditionary Learning)
3. Small group instruction and 30 minute guided reading sessions.
4. Accelerated Reader
5. Intergenerational Tutors (one to one Tier 3 Intervention)
6. Imagine Learning-for ELL students
7. English in a Flash
8. Extended Day- 50 minute tutorial
9. RTI Response to Intervention surrounding the 5 Pillars of Reading
10. Florida Center for Reading Research

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).

1. Parents will participate in workshops that outline the 90 minute literacy block and the components of Ready Gen and Expeditionary Learning
2. 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 while being timed.

- Parents will participate in several reading celebrations throughout the school year.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA	X	Title III		X	Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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.

- Through the use of daily exposure to academic vocabulary in all content areas and the opportunity to utilize such, student discussions will be richer and include a variety of grade appropriate vocabulary words which will afford students the ability to respond to higher order thinking questions orally and in written form.
- 50% of students in grades K-5 will increase their usage of academic vocabulary in all content areas.

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.

- Results of the 2010-2011 Quality Review indicated that student vocabulary was simplistic during classroom discussions at all grade levels.
- Results of the 2010-2011 Quality Review indicated that a review of students writing samples also showed that student writing was simplistic and lacked a variety of grade level vocabulary.
- Results of NYSESLAT exam taken by ELL students during the 2012-2013 school year showed that the greatest area in need of growth out of the four areas tested in the NYSESLAT were reading and writing.
- A careful analysis of student writing, particularly with the ELL population shows that students lack academic vocabulary and the ability to utilize it in discussions and in written form. As evidenced in NYSESLAT and ELA results.
- Students lack automaticity when reading DOLCH Sight Word Lists.
- Students lack the opportunities to utilize and practice academic vocabulary on a regular basis at school and home.
- Domain # 3 TEP

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- All students including ELL and Students with Disabilities (SWD) will participate in afterschool programs and Saturday Academy..
- Time allotted to utilize NYSESLAT test prep materials.
- Small group instruction and guided reading sessions that will introduce students to new vocabulary words and the opportunity to practice the utilization of these words during small group discussions as evidence in methods such as reciprocal teaching
- ELL students will utilize the Imagine Learning computer program.
- All students including ELL and SWD students will utilize Accelerated Reader program.
- Daily sight word drills using the DOLCH Sight Word Lists in order to build automaticity.
- Presentation of visual aids that will accompany the vocabulary words being introduced in order to build student word banks.
- One-on-one conferencing sessions where students will be encouraged to revise written work and to utilize new vocabulary that has been introduced.
- Students will be able to refer back to the text to help support their use of the vocabulary both orally and written form.
- Teachers will use precise academic vocabulary to increase language development.

B. Key personnel and other resources used to implement each strategy/activity

1. Classroom teachers, paraprofessionals, related service providers, specialists and other support staff
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. MONDO Oral Language Assessment and plans for next steps 2. Results of NYSESLAT Exam simulations and plans for next steps 3. Results of NYS ELA Exam simulations and plans for next steps 4. Teacher anecdotes during classroom discussions and plans for next steps 5. NYC Performance Assessments
D. Timeline for implementation and completion including start and end dates
1. October 2013 through June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Imagine Learning 2. Accelerated Reader 3. Intergenerational Tutors (one to one Tier 3 Intervention) 4. After school reading program and Saturday Academy 5. Ready Gen and Expeditionary Learning Programs 6. 30 minute Guided Reading groups 7. 50 minute extended day program

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).
1. Target Family Reading Night workshops for parents and students 2. Workshops for parents where parents will be taught how to introduce a vocabulary word a day with a picture and be presented with a system to monitor the usage of the words that have been introduced in the home. 3. A workshop for parents that will expose them to websites and applications to enrich their child's vocabulary.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy	X	Title IA		Title IIA	X	Title III	X	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #5

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

Annual Goal #5

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	a) An additional 30 minutes for guided reading school wide (b) Afterschool reading program (c) Intergenerational Tutors (d) Accelerated Reader program in the classroom (e) Saturday Academy	a) Homogenous small group instruction (b) Small group instruction (c) 1:1 tutoring (d) 1:1 computerized tutorial (e) Saturday Academy	a) During the school day (b) Twice a week after school (c) 1x/week during the school day for a period of 45 minutes (d) 3 times a week (e) 10 – 90 minute Saturday sessions
Mathematics	(a) Afterschool mathematics program (b) Saturday Academy (c) Go Math Program- RTI resources: RETEACH ENRICHMENT INTERVENTION	a) Homogenous small group instruction (b) Saturday Academy (c) Small group instruction	(a) Two times a week after school (b) 10 – 90 minute Saturday sessions (c) Daily (30 minute sessions)
Science	(a) Pre Unit Assessment, benchmark assessment and post unit assessment as a form of data driven instruction and differentiated grouping	a) Whole class and small group instruction	(a) Biweekly 60 minute sessions
Social Studies	a) Pre Unit Assessment, benchmark assessment and post unit assessment as a form of data driven instruction and differentiated grouping	a) Whole class and small group instruction	a) Biweekly 60 minute sessions
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	(a) "At risk" push-in social skills training, behavioral modification in order to increase student performance in the classroom. (b) "At risk" push- in/ pull-out SETSS services to address targeted academic areas in need of improvement	a) 30 minute sessions in a 1:1 or group setting (max: 3) (b) 30 minute sessions in a group no larger than 8 students	a) During the school day (max. Twice a week) (b) Daily

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

All teachers at P.S. 155 are highly qualified and have the appropriate credentials. A two day (optional) teacher induction program is available. Newly hired teachers are provided with professional development that welcomes them to the PS 155 school community. Specifically, the teacher induction program provides an overview of the Quality Review rubrics, results of the Quality Review, school progress report, school learning survey, the Danielson Framework, teacher handbook, parent handbook, NYSESLAT scores and a review of the student articulation cards. The student articulation cards are tailored to allow the new teacher a history of the student performance, a review of strengths and weaknesses of the student as well as parental involvement. In addition to this, special education teachers are introduced to SESIS and bilingual teachers are familiarized with the schools NYSESLAT scores and a comprehensive analysis of the scores and areas that are in need of targeted intervention.

Newly hired teachers are provided a one year mentoring program that consists of a minimum of two 50 minute sessions per week. The mentor may push in for constructive observations followed by a debriefing session and co-planning for "next steps". The mentor may also model specific instruction in content areas. In addition, the mentor-mentee collaboration allows for increased opportunity for inter-visitations between the mentee and co- grade teacher, building a strong foundation for a professional learning community.

PS 155 is very proud to have a very low turn- over rate. With that said, the professional community is composed of long standing highly qualified teachers. Teachers are provided with differentiated professional development based on their professional needs which are assessed through the frequent, informal observations followed by timely feedback which allows for collaborative goal setting and professional development. Professional development may consist of targeted skill/strategy sessions in a collegial setting, inter-visitations as well as planning/modeling of lessons.

This school year (2013-2014) a team of teachers were selected to attend a series of year-long professional development provided by the network. This group of teachers was selected based on their knowledge of content, professionalism, leadership qualities and their ability to turn key information. The purpose of the professional development is to provide training to staff members in areas such as Common Core, learning shifts, city wide expectations as well as data based instructional best practices. By providing on going opportunities for professional development to these staff members we are ensuring a ongoing learning community that is exemplified by professional development that is facilitated by peers in a non-threatening, collaborative setting. Ongoing support, collaborative decision making and a professional learning community that is exemplified by the commitment of all staff members builds a school culture that continues to retain long term highly qualified educators.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

PS 155 is open to all staff members a week before the official start of school in order to provide seasoned staff the opportunity to prepare their rooms. Newly hired staff is invited to participate in professional development as part of the teacher induction program and are provided per session pay (when available).

All newly hired teachers are identified and matched with a mentor. A tailored mentor-mentee plan of action is developed and approved by all parties. The plan of action consists of specific short and long term goals that are set as a framework for ongoing support. The mentor-mentee collaboration and any information that results from this is confidential in order to provide support in a safe and non-threatening environment.

Teachers participate in surveys to assess their level of proficiency in the area of RTI, technology, literacy skills and math abilities. Differentiated professional development is planned using the results of these surveys which will lead to improved teacher performance and student outcomes. Informal and formal observations take place every 4-6 weeks based on each individual teacher selection on the ADVANCE program. Constructive feedback is provided in a timely manner in order to address competencies in the four domains in order to improve instruction and student outcomes.

Monthly professional development sessions are provided by the network. In addition to this, as a school we receive all materials presented at the professional development sessions via email and they are placed on the ARIS learning community making the resources available to all parties. Opportunity for “turn-key” are provided through monthly staff conferences as well as the 50 minute extended day bi-weekly sessions.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The guidance counselor has provided the students with sessions to address shelter/home transitions, and social/ emotional concerns that are a direct result of the home status. In addition, supplies such as book bags, school materials and books have been awarded to the students.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

1. Students and Parents attend Workshop sessions provided by the Early Childhood Social Worker, Parent Coordinator and teachers/paraprofessionals. Topics presented support the child with developmentally age appropriate specific strategies in Reading, Social and Behavioral skills.
2. Teachers complete ESR-I assessments within the assigned window period and develop small group needs based instruction.
3. Teachers and paraprofessionals attend Early Childhood Department assigned Professional Development (as per school district).
4. Teachers collaborate and modify Core Knowledge units of study to ensure that students meet the CCSS goals.
5. External support such as Bilingual SEIT specialists work closely with students and parents and teachers.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The MOSL committee attended professional development to familiarize themselves with the selection process. They then turn keyed the information to the school learning community and presented the possible options. All members of the learning community voted and MOSL committee revisited the selections. Finally we met with small groups to clarify information and address concerns.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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
MAY 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;
- 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;
- 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 will 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 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 04	Borough Manhattan	School Number 155
School Name The William Paca School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Lillian Raimundi-Ortiz	Assistant Principal Wanda Mendez
Coach type here	Coach type here
ESL Teacher Lindsay Hage	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	360	Total number of ELLs	135	ELLs as share of total student population (%)	37.50%
------------------------------------------------------	------------	----------------------	------------	-----------------------------------------------	---------------

Part II: 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 type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1	1	1	1								6
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE				1	0	0								1
SELECT ONE	1	1	1	1	1	1								6
Total	2	2	2	3	2	2	0	13						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	135	Newcomers (ELLs receiving service 0-3 years)	106	ELL Students with Disabilities	33
SIFE	0	ELLs receiving service 4-6 years	26	Long-Term (completed 6+ years)	3

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	7	2	1	5	2									17

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	12	6	3	11	5									37
Advanced (A)	24	10	15	12	11									72
Total	43	18	19	28	18	0	0	0	0	0	0	0	0	126

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	20	4	0		24
4	14	2	0		16
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	9	5	8	2	0	0	0	0	24
4	4	7	2	1	1	0	0	1	16
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	1	3	6	4	1	0	16
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

After reviewing and analyzing the assessment data, answer the following:

1. 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The school utilizes several methods to assess students. We use TCRWP for students of all grades. We also use the MOSL ELA assessments and MONDO. 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 50 minutes twice a week after school.

The results of the MOSL ELA assessments inform teachers of writing proficiency. Students are struggling with literacy. MONDO results inform teachers of oral language proficiency.

The results of Estrellita provide information as to the students' phonemic awareness and decoding skills in Spanish. Teachers use this information to group students during instruction.

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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 will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

At PS 155, the students tend to score significantly higher in Listening and Speaking and much lower in Reading and Writing. Teachers look over students' writing and have geared their lessons to support the ELLs with their Reading and Writing skills in English.

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 50 minute extended day program for two years for ELLs reaching NYSESLAT proficiency.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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 in 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 50 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.

Paste response to questions here:

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?
We use the LAB-R and/or NYSESLAT assessment to inform our instructional decisions for our ELLs. In addition, we use the NYS and school assessments to plan instruction for our ELLs.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
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 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.

Paste response to question here:

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When students are initially enrolled in the New York State educational system, parents are asked to respond to the Home Language Survey at registration. Based on the Parents' responses to HLIS survey questions and the informal oral interview, done in English and the Native language of the student and Parent, Ms. Hage, the ESL teacher determines LAB-R eligibility. The informal interview is performed by Ms. Hage, the ESL teacher at registration. Translations are provided for parents and students if needed by Ms. Abraham, the Parent Coordinator. 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. Gonzalez administers the Spanish LAB to those students eligible to take the exam.
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.
Within ten days of students' enrollment an orientation is provided for all parents of entitled English Language Learners by the ESL teacher, Ms. Hage. During the orientations, parents view a video on the three ELL programs. The ESL teacher also provides parents with ELL parent brochures found on the NYC DOE website in each language necessary. After viewing the video, the ESL teacher, answers any parent questions. Since the ESL Teacher speaks both Spanish and English, she may answer questions in Spanish or English, as necessary. Translators are available for other languages parents may speak. At the orientation, parents are asked to complete the required parent survey and program selection forms.

During the orientations, parents view a video on the various types of bilingual programs that are available at the DOE. The ESL

teacher also provides parents with ELL parent brochures found on the NYC DOE website in each language necessary. 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. 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 selection 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 transitional bilingual 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. At this orientation, parents select a program of their choice for their child. Additional orientations are provided for parents who do not attend within the first ten days of registration. Paste response to question here:

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

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). Paste response to question here:

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.

Most parents have opted to place their children in a Transitional Bilingual education program for K-5th grade students. The program selection forms are reviewed by the principal and ESL teacher before assigning students to a specific bilingual 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). Paste response to question here:

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

A team of teachers works on administering all parts of the exam. The ESL and Bilingual teachers individually administer the Speaking section. The Reading, Writing and listening is done by grade. Paste response to question here:

6. 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.) 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. 

Most parents have opted to place their children in two programs that offer Spanish instruction along with English instruction: Transitional Bilingual education program for K-5th grade students or free standing ESL. Generally, their reasoning for choosing a transitional bilingual program, when questioned, is that they want their children to learn English but not to forget their native language. Paste response to question here:

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Organizational models will vary depending on the program. Transitional Bilingual Education and ESL programs are offered on each grade. To meet the needs of ESL students, a push-in and pull out program is implemented at PS 155. The pull out program groups students (K-2) by their proficiency and language development needs. In the upper grades (3-5) the ESL teacher pushes in during the ELA block or Math block to infuse ESL strategies into the lesson plans from the instructor. Paste response to questions here:

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)?

2. Mandated Instructional Minutes

Transitional Bilingual Program: In the TBE program instruction follows the mandated hours for English instruction in such programs with Reading and Writing instruction in English and Math and Science in Spanish. TBE instruction is provided in two languages, English and Spanish, each of which is taught every day. English is taught using ESL methods and strategies. 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, TBE students receive Native Language instruction in the content areas of Science and Mathematics. The TBE classes are self-contained. 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.

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. Paste response to questions here:

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 foster language development and meet the demands of the Common Core Learning Standards.

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. Paste response to question here:

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Students are tested using the DRA in Spanish. They are also periodically assessed by their classroom teachers throughout the year. Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELL students are evaluated in the four modalities through in class assessments (discussions, presentations, reading and writing assignments).
Paste response to question here:
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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 on Tuesdays and Thursdays. 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 50 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 7, below. Paste response to questions here:

7. 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?

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. Paste response to question here:

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Paste response to question here:

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	45 minutes per day	45 minutes per day	45 minutes per day

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

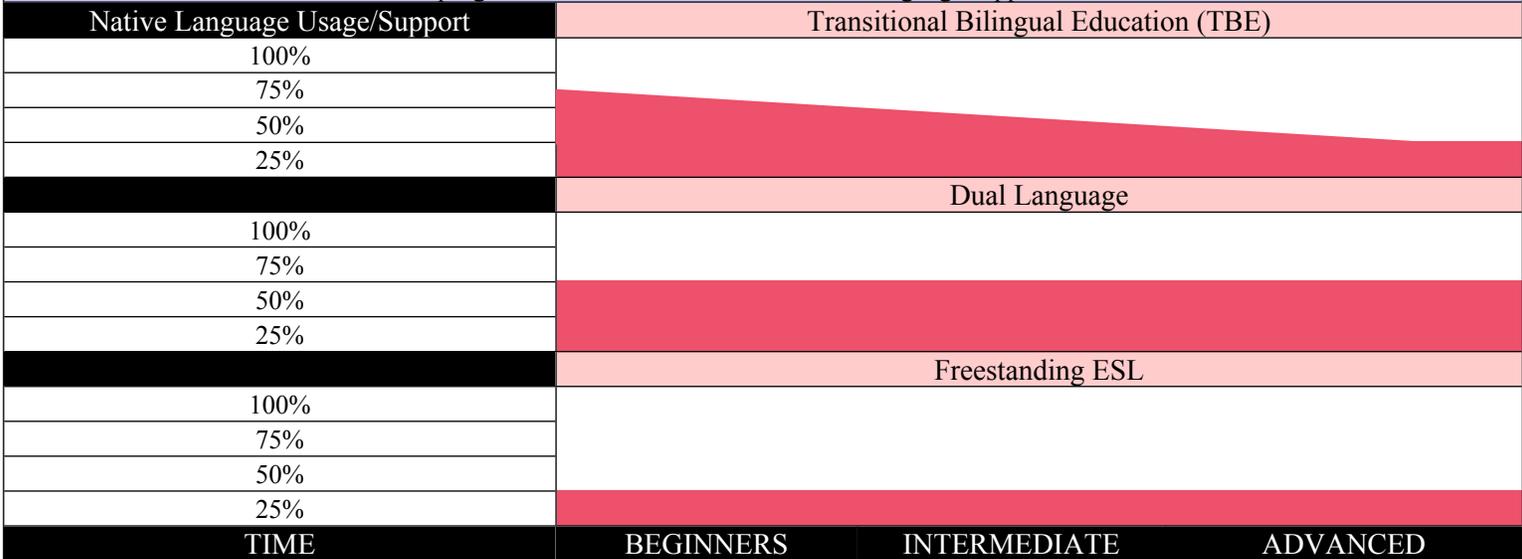
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

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 Ready Gen, which is a systematic researched based program to build comprehension skills and works to bring student's on reading level for their respective grades. 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, grades 3-5 will use Expeditionary Learning while grades K-2 use Ready Gen. 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 Go Math program. It is a comprehensive Kindergarten through fifth 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.

This school year 2013-2014, Go Math 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 2013-2014 school year. The program has built-in interim assessments.

Teachers in 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. Teachers have shifted their focus to teach to deepen understanding. Teachers at PS 155 teach more than "how to get the answer" and instead support students' ability to access concepts from number of perspectives so that students are able to view math as more

than just a set of mnemonics or discrete procedures. Students demonstrate deep conceptual understanding of core math concepts by applying them to new situations as well as writing and speaking about their understanding.

Paste response to question here:

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

11. What new programs or improvements will be considered for the upcoming school year?

New Programs

We have continued the use of the 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 classes. Paste response to question here:

12. What programs/services for ELLs will be discontinued and why?

12. Discontinued Programs

This year we discontinued the Dual Language program. We have chosen to transition to the Transitional Bilingual Education program because we believe that it is important for our students to receive Literacy, Reading and Writing in English while Mathematics and Science are taught in Spanish.

Paste response to question here:

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

. 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. Paste response to question here:

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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 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.

Paste response to question here:

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native Language Support

In the TBE program, depending on the grade, Native language is delivered in the content areas of Math and Science or Math while the rest of the content areas are delivered 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. Paste response to question here:

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

. 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. Paste response to question here:

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Newly enrolled ELL Assistance

- The school holds a Meet the Principal night in September, during the first week of school. 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. Paste response to question here:

18. What language electives are offered to ELLs?

PS 155 does not offer language electives. Paste response to question here:

19. For schools with dual language programs:

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

Paste response to questions here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Professional Development Plan

The Assistant Principal and Principal are sending all TBE teachers to a professional development on Estrellita. There will be intra and inter visitations among different classrooms. They have also sent the ESL teacher, Ms. Hage, to professional development that gives teachers useful strategies to implement in their ESL instruction.

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. Paste response to questions here:

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

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

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. Paste response to questions here:

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: _____ **School Name:**

Cluster: _____ **Network:**

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.

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.

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.

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.

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>.

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	

