

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**04M155**

**School Name:**

**PS 155 WILLIAM PACA SCHOOL**

**Principal:**

**MS. LILLIAN RAIMUNDI-ORTIZ**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Pre-K through 5 School Number (DBN): 04M155  
School Type: Elementary Grades Served: Pre-K through 5  
School Address: 319 East 117<sup>th</sup> Street New York, NY 10035  
Phone Number: 212-860-5885 Fax: 212-860-5856  
School Contact Person: Ms. Lillian Raimundi-Ortiz Email Address: LOrtiz4@schools.nyc.gov  
Principal: Ms. Lillian Raimundi-Ortiz  
UFT Chapter Leader: Ms. Nicole Gill  
Parents' Association President: Fredy Cruz-Martinez  
SLT Chairperson: Ms. Laura Higgins  
Student Representative(s): (n/a)

**District Information**

District: 04 Superintendent: Ms. Alexandra Estrella  
Superintendent's Office Address: 160 East 120<sup>th</sup> Street New York, NY  
Superintendent's Email Address: AEstrel@schools.nyc.gov  
Phone Number: 212-348-2873 Fax: 212-348-4107

**Cluster and Network Information**

Cluster Number: 6 Cluster Leader: Jose Ruiz  
Network Number: 607 Network Leader: Steven Chernigoff

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lillian Raimundi-Ortiz	*Principal or Designee	
Nicole Gill	*UFT Chapter Leader or Designee	
Fredi Cruz-Martinez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Laura Higgins	Chairperson/ SLT	
Marilyn Gonzalez	Timekeeper/ SLT	
Nicole Veselovsky	Assistant Chairperson/ SLT	
Argelia Cordero	Parent Member/SLT	
Inocencia Rodriguez	Parent Member/SLT	
Janet L. Perez	Parent Member/ SLT	
Victoria Lopez	Parent Member/ SLT	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 155M is located in the heart of El Barrio. The Vision for the William Paca School (P.S.155M) is for all students to acquire the tools and skills needed to be successful and active participants in a diverse and democratic society. Our mission is to make sure that through the collaboration and collegial efforts of the parents, teachers, students and community at large, the educational needs of all children and their families are met in an environment that is nurturing, creative, and child-centered, where there is respect for all as we “Soar to Success.” PS 155 is a Professional Learning Community, with teachers engaged in professional development and conversations directly focused on improving student achievement and family engagement. This makes this school a cornerstone to students and their families.

83% of our students are Hispanic, 39% of which are English Language Learners. 3% of our students are Asian and 14% are black. 31% of our students have IEP’s and 97.3% of our students receive free lunch. We have a growing influx of Arabic / Middle Eastern parents and students, as well as Mexican families that speak the Mixteco dialect. Many of our parents are immigrants and depend on the school to provide a rich learning environment for both parent and child. As a Title I School, we find ourselves having to provide many services at a social-emotional level for the entire family. We have been very successful at helping parents get over the fear of coming into the school, as we have received 100% lunch forms and have 100% student enrollment in our Boriken Health Center Clinic. Although many parents attend the ESL Class, Zumba Exercise Class, and “2<sup>nd</sup> Cup of Coffee” (which is an open forum where parents can speak to Administration and where they create the agenda), we continue to face challenges when getting parents involved in the Parent Teacher’s Association. Our goal is to empower parents to educate themselves on how they, as part of the Parent Teacher’s Association, can move the curriculum, and be instrumental in creating programs that represent their culture within the melting pot of New York City.

Our instructional programs include:

- A Dual Language program for both English and non-English speakers
- Five (5) ICT classes with Bilingual alternate placement paraprofessionals providing support and translation services
- Two (2) Universal Pre-Kindergarten Classes
- Common Core-Based instructional programs to support kindergarten through 5<sup>th</sup> grade students in ELA and Mathematics including the “Ready Gen,” “Expeditionary,” and “Go Math” programs
- Implementation of Teachers College Writing Project
- Library and Media Center
- RTI provided by specialists for 30 minutes each day
- Intergenerational Tutors providing 1-on-1 tutoring
- All paraprofessional are highly trained in intervention programs including: “Great Leaps,” “Reading Rescue,” and “Text Talk.”

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

- A full time parent coordinator
- A parent room which contains a Computer Center, Information Center, Library Center, ESL Library
- 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
- Parent Teacher Association (PTA)
- 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
- Computer Classes for Parents
- LINCS Workshops
- Monthly Content-Based Celebrations followed by workshops that support parental involvement in that particular content area. These workshops take place on Wednesday mornings (pre-K through 2<sup>nd</sup> grade on one Wednesday, followed by grades 3-5 on a subsequent Wednesday).
- Tuesday afternoons dedicated to parents visiting and receiving tips to support their students not only in the classroom but with the specialists as well (Art teacher, Physical Education teacher, Library Media teacher, Accelerated Reader teacher)
- Common Core Workshops to teach parents about the new standards.

Ongoing collaboration with community based organizations provide for student enrichment programs such as:

- The Friedman Foundation- Grade 3- To Promote Reading
- Enrichment Program provided by Alvin Ailey Dance Program.
- Healthy Snacks Programs provided by Studio in the School.
- Swim for Life provided by NYC Parks and Recreation.
- PJ Pajama Literacy Enrichment Program
- Photography and Me provided by Intergenerational Tutors
- Target Library Annual Maintenance Grant.
- Target Funded- Family in the Library Night Workshops.
- Art Works- NYC Program

One of our accomplishments this year was that we met our Annual Yearly Progress. This past year, many of our students made a year's progress or more according to the Teacher's College Reading Assessment. This growth, although significant for the student, did not translate into a substantial amount of students scoring at Levels 3 or 4 on the ELA exam. Much of this is due to the fact that students are tested in ELA and Math before they have fully acquired English proficiency at a level where they are able to maneuver academic vocabulary and write at higher levels. Research shows that it takes 5 to 7 years for a student to become bi-literate. Our focus at PS 155 has been and continues to be around vocabulary development, while training students to become fluent in utilizing their academic vocabulary in questioning and discussions in the classroom. This practice will in turn influence the students' writing stamina and the quality of their pieces of writing. This also impacts our students in the area of math, as often times students struggle with word problems and process writing, where they would need to utilize academic vocabulary to explain the work they have done to solve a problem.

Academically, one of our challenges is that although many of our ELL students scored at Advanced levels on the Speaking and Listening portion of the NYSESLAT; however, they made little to no progress on the Reading and Writing portions of the NYSESLAT exam. This takes us back to the concern over the lack of academic vocabulary in our ELL students.

Our goal for this school year is to engage students through lessons and activities that are differentiated according to student needs, including the social-emotional aspect and data collected by the school and the teacher.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The School Leadership Team, in collaboration with Administration and grade leaders, have previewed the following documents to assist in the Needs Assessment for Rigorous Instruction: results of the Quality Review for 2013-2014, School Quality Guide, School Snapshot and Learning Survey, PS 155 Professional Development Survey, and the 2013-2014 NYS ELA, Math and NYSESLAT scores.

Teaching staff at PS 155 are all highly-qualified educators licensed in the area of instruction they are working in. In September, all teachers and paraprofessionals completed a “Professional Development Survey,” in which they prioritized their needs for customized Professional Development for the 2014-2015 school year. We also analyzed the final results from the Advance teachers’ observation reports with recommendations and looked at the over-arching goal that most teachers set for themselves this school year, which revolves around questioning and discussion techniques and strategies. This goes hand-in-hand with recommendations that were made for the school as a result of our 2013-2014 Quality Review and visitations/walk-throughs conducted by our Network Achievement Coaches and Cluster Leader.

As a result of this process, professional development (taking place on Mondays for 80 minutes) has been differentiated and a projected Professional Development Calendar has been given to all teachers. This calendar is a living document, changing as our school’s needs change. The Professional Development Calendar that was created from the information gathered focuses on the overall theme of Student Engagement that will result in rigorous curriculum that will be provided to students as teachers focus on: differentiated instruction, questioning and discussion techniques, guided reading, and assessment (including feedback that is child-friendly and provides actionable next steps).

Additionally, all paraprofessionals receive Professional Development tailored to their unique needs. They have all been trained in the following programs: “Reading Rescue,” “Great Leaps,” and “Text Talk”. They are vital partners during the literacy block.

As per the new UFT contract, Tuesday afternoons have been designated to provide parents and teachers optimal time to discuss student work and progress with parents and caretakers. The Chancellor has encouraged schools to be creative as to how they engage families during this time. At PS 155, we have engaged families in the following ways: monthly content-based celebrations followed by workshops for parents in order to give them resources and skills that they can use to support their children at home in the areas of Reading, Writing, Math, Science and Social Studies.

We have also added time for parents to participate in activities with our specialist/cluster teachers. Parents can participate in “mommy and me” exercise classes with the gym teacher as well as “mommy and me” art classes, open access to the library for families and finally, parents can use the computer in the Accelerated Reader room to participate in simulations of the program. Related service providers are inviting students and parents to come and learn how to support their child at home, i.e. guidance counselor will provide coping skills for tantrums etc.

Grades 3-5 departmentalize for guided reading sessions, insuring that all students receive daily guided reading sessions. This year, we will expand this plan to grades K-2. This will insure that all students, with the exception of Pre-K students, will receive daily guided reading instruction. Teachers have committed themselves to prefacing every lesson with a vocabulary piece. The entire school is utilizing “Foundations” or the “Wilson Reading Program” to supplement the need for basic decoding / encoding skills, and familiarization with how the English language works. Those students who are above a Level M in reading utilize the “Rewards” program, which is designed to focus on breaking up multisyllabic words and learning the base words, prefixes, and suffixes of words within the English language.

Based on results of the 2013-2014 Quality Review, it was noted that teachers at PS 155 do a good job at collecting data in all content areas; however, aligning the results of the data to deepen instruction is an area where the teachers have shown inconsistency, which results in uneven student progress. Although teacher teams have 4 common preparation periods a week, protocols for planning sessions and such (where analysis of student work takes place) need to be established and monitored on a regular basis.

While implementing the Ready Gen and Expeditionary programs, teachers have encountered challenges with differentiation, as both programs are designed to deliver instruction on grade level. At PS 155, many students are a year below grade level in reading, and therefore need the curriculum scaffolded and chunked, preceded by accessing prior knowledge and the pre-teaching of vocabulary. Our goal is to highlight the important learning targets in each program and redesign the literacy block to emulate a balanced literacy block which addresses the 5 pillars of reading, while simultaneously giving our unique student population the supports they need to access the curriculum and perform at their highest level of intellectual functioning. Students need the opportunity to work in motivating and high-level literacy stations to develop independence, where they can also receive practice in areas needing improvement. Students already performing on grade level can have centers tailored to their needs as well, pushing them to further develop their critical thinking skills. Guided reading and independent reading are non-negotiables, as many of our students do not always have the opportunity to receive the support in the area of literacy at home, due to working parents or parents who do not speak the English language.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be an increase of 21.8% of students scoring at level 3 or 4 on the NYS ELA.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			

<ul style="list-style-type: none"> <li>Teachers, in conjunction with Network Achievement Coaches, will dissect the “Ready Gen” and “Expeditionary” programs in order to highlight the big ideas / essential questions. Teachers will then plan lessons while incorporating the five pillars of reading within a balanced literacy block. This will allow students to participate in literacy stations that will address students’ areas of growth and give teachers the opportunity to provide small-group instruction in order to move students’ thinking and performance to higher levels, which will be evident in student discussion, activities, and writing performance.</li> </ul>	All students	Ongoing, with benchmark sessions during Monday’s Professional Learning time	Administrators and Achievement Coaches will oversee. Grade Leaders/Curriculum Committee will ensure the implementation, provide Administration with evidence of the implementation and changes to the planning as needed.
<ul style="list-style-type: none"> <li>Daily guided reading lessons will be provided to <i>all</i> students in grades K-5 via a school-wide guided reading hour.</li> </ul>	Grades K-5, (all students)	Jan. 5, 2015 through June 2015	Classroom teachers, paraprofessionals, and related service providers will implement and Administration will oversee.
<ul style="list-style-type: none"> <li>In addition to RTI services provided by classroom teachers, Specialists will further support this initiative by providing RTI services to 1<sup>st</sup> grade students in the Fall and 2<sup>nd</sup> grade students in the Spring.</li> </ul>	1 <sup>st</sup> and 2 <sup>nd</sup> grade students (all students)	November 2014 through June 2015	Specialists will implement, and Administration will oversee.
<ul style="list-style-type: none"> <li>Afterschool programs and Saturday Academies will provide students in grades 1-5 with enrichment in reading, writing, and the four components of the NYSESLAT exam—listening, speaking, reading, and writing.</li> </ul>	Grades 1-5 (all students)	Afterschool Programs will be Jan. to May; Sat. Academy March - May	Teachers and paraprofessionals will implement and Administration will oversee.
<ul style="list-style-type: none"> <li>Children in Kindergarten will participate in after-school programs that focus on movement and oral language development.</li> </ul>	Kindergarten students (all students)	March 2015 – May 2015	Teachers and paraprofessionals will implement and Administration will oversee.

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Human Resources include those staff members needed to teach daily guided reading lessons, which will take place at two designated times—one for lower grades and one for upper grades. At this time, related service providers and paraprofessionals will meet their groups and provide guided reading lessons that will be planned by the licensed pedagogue. Staff members will likewise be needed to teach Afterschool programs, Saturday Academies, and
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**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

PS 155 will be researching any additional grant opportunities that may enhance programs.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

- Teacher’s College Reading Assessment will be given every 6-8 weeks.
- “Ready Gen” and “Expeditionary” Unit Assessments
- Mid-Year survey will be given in February 2015 to all staff members on the modifications and additions made to the “Ready Gen” and “Expeditionary” programs.
- Student work samples will be discussed at teacher planning sessions weekly and Administration will collect student work samples monthly.

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

PS 155 now is a campus school with the Renaissance School for the Arts (RSA). The addition of middle school students created a need to assure parents that their elementary school-age children would continue to be educated in an environment that is safe, child-friendly, and nurturing. At present, PS 155 has worked in conjunction with the Administration from RSA to create scheduling patterns that promote safe corridors and shared spaces. According to the New York City Department of Education Learning Survey, 98% of the parents say that they feel welcomed at PS 155. 94% of the parents feel that their child is safe while at school. 99% of the students feel that there is an adult they know that they can go to when presented with a problem. 97% of parents feel that teachers and staff treat their children with respect and 95% of the parents feel that the school environment is inclusive of students with disabilities. 99% of the parents say that the school communicates with them in a language they can understand. 99% of the parents say that they are regularly informed about how their child is doing. 98% of parents agree that the school has high expectations for their child, while 96% say that the school keeps their student on track for college and career readiness. 95% feel that the school makes it easy for them to attend meetings by scheduling meetings at different times and providing translation services. 98% of parents say that they would recommend our school to other families.

There are many different ways in which PS 155 provides students with a supportive environment. PS 155 has two safety agents that are integral partners in providing the students with a safe environment. The Administration makes it a priority to be present at all morning lineups, breakfast, lunch, and dismissal times. The Principal makes it a priority to read all Individual Education Plans prior to their finalization on SESIS. The Principal meets monthly with Student Council members, who also participate in a Dietary Committee and serve as monitors that regulate student behavior and uniform usage on a daily basis by providing classes with commendation points. Newly-registered students participate in “Meet the New Faces,” where Related Service Providers prepare a fun afternoon for new students to participate in Scavenger Hunts and other games, where they can meet Service Providers and other key support staff that they will encounter throughout their time at PS 155. Staff members that are new to the school are also invited to this activity.

In addition, we have an annual “Meet the Providers” fair in which parents and families participate in a presentation by the related service providers of all the related services that PS 155 has to offer. The parents are also invited to take a tour of the providers’ rooms and experience strategies first-hand that help their children. PS 155 has been participating in the Positive Behavior Incentive System (PBIS) for the last five years. The students follow a teacher-approved matrix, created by the Pupil Personnel and School Intervention Teams, and are provided with skits written and performed by staff members in order to educate them on proper social-emotional behaviors. We are proud of our PBIS Store, where the children can go shopping utilizing their “Eagle Bucks,” which are earned when they are doing the right thing in accordance with the matrix and the “Social-Emotional Trait of the Month.” The matrix is posted throughout the building (in every classroom, in corridors, the gym, cafeteria, etc.) and is sent home with every student, along with a letter explaining to parents the purpose of PBIS and how it benefits and impacts student behavior.

In an effort to support students that sometimes need a break or become frustrated, there are “Break Stations” posted along the corridors, where a teacher or support staff member can go through the session with the students, allowing the child time to feel better and return to his/her class. In order to provide optimal time for instruction, this year we have decided to send home weekly homework sheets, so that children do not have to spend time copying homework, especially for those that have difficulty with fine or gross motor skills.

In order to provide social-emotional support to students that are at-risk, teachers are trained to provide RTI services, small-group instruction, and to educate parents on how to help their child at home during Tuesday's 75-minute parental involvement time. An extended-day/Saturday Academy reading and writing program is provided to students twice a week in order to provide students with the academic support or enrichment needed to be successful on the New York State Common Core exams.

All students at PS 155 need to be educated on the different forms of bullying, including cyber bullying. The Guidance Counselor, in conjunction with the Social worker from Boriken Health Center, will provide lessons in collaboration with the classroom teachers, and provide workshops for parents.

At PS 155, students are extremely well behaved and often times appear as docile and passive participants during instructional time. As observed during informal observations and walk-throughs, "teacher-talk" dominates classroom lessons, which jeopardizes the opportunity for students to think critically and partake in academic discussions that will translate into students that are college and career-ready. It is imperative that the staff at PS 155 continue to promote high expectations and inspire students to make a college education a necessity and not a dream.

**Part 2 – Annual Goal**

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.  
 By June 2015 100% of our 5<sup>th</sup> graders will have visited universities around the five boroughs in order to prepare them in the ways of thinking and future career paths.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The Administration at PS 155 has made contact with local middle schools as a preview to the visits to the universities around the five boroughs. Fifth grade students will be visited by 8 <sup>th</sup> graders and participate in an afternoon of socialization and discussions around what to expect in Middle School. The 5 <sup>th</sup> graders will also visit the middle school to see the 8 <sup>th</sup> graders in their environment. This will result in connections between both students who are at the cusp of moving on to the next educational plateau. Discussions will also take place around each high school the 8 <sup>th</sup> graders are considering.	All 5 <sup>th</sup> grade students	Jan. through May 2015	The Parent Coordinator, 5 <sup>th</sup> grade teacher team and Administration
In a similar manner to the process in which connections were made with middle-schoolers (above), students will also be given the opportunity to visit City University of New York colleges, including Hunter, City College, Lehman, Queens College, for example.	All 5 <sup>th</sup> grade students	Jan. through May 2015	The Parent Coordinator, 5 <sup>th</sup> grade teacher team and Administration

PS 155 Career Day will include invited guests from different vocations, who will visit the school and participate in a question-answer forum. Students will be expected to dress for success and plan their questions and the reception to follow for the invited guests.			
PS 155 will provide grade-level specific bullying workshops, including workshops on the different types of bullying.	All students	Jan. to June 2015	The Parent Coordinator, SIT, guidance counselor, and Administration
Multiple professional development opportunities are ongoing, where teachers have been and will be provided with multiple entry points for implementing participation protocols, and questioning prompts that will scaffold the level of discussions taking place to incorporate higher-order thinking skills and academic vocabulary.	All students and Professional Learning Community members	Ongoing	Professional Development Committee, Administration

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Buses will be needed to provide transportation to and from the colleges or universities
- Contact person at each college or university
- Teachers to contact people they know in different fields
- Extra funds may be needed to support these activities
- Instructional resources needed for professional development, determined by the Professional Development Committee

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

PS 155 will research available grants pertaining to this area.

#### **Part 6 – Progress Monitoring**

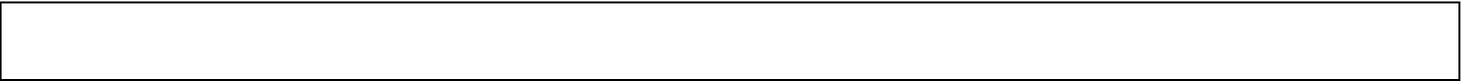
**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

- Bullying workshops will have “Exit Slips” filled out by the students
- Parents will fill out evaluations forms after each workshop
- Students will write an essay on pre-conceived thoughts about college before they visited and how these thoughts changed after their college/university visit.
- Professional Development Committee has all Professional Learning Community members fill out an Exit Slip after workshops and professional learning activities.

**Part 6b.** Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school culture at PS 155 is something that we take pride in, as we have consistently rated high in this area on the School Learning Survey. Visitors to PS 155 often comment on how welcome they feel throughout their stay. Results of the School Learning Survey show that 91.2% of teachers and parents feel that the school’s culture is one that is positive, child-friendly, and nurturing. Much of this is due to the different opportunities that staff members and parents have to meet and collaborate on academics and social-emotional issues that affect our students and the staff as a whole.

PS 155 has a strong UFT Consultation Committee that meets monthly to discuss concerns and to take on the responsibility of bringing staff members together for team-building and to also provide opportunities for socialization amongst the staff. In order to address students’ academic difficulties and/or social emotional struggles, the School Intervention Team (SIT) meets weekly, where they discuss students who are at risk due to social-emotional concerns. The Pupil Personnel Team (PPT) is a committee that meets bi-monthly to discuss academic concerns for all students, including students with disabilities, ELLs, and students who already have an IEP. In addition, the “2<sup>nd</sup> Cup of Coffee” is an open forum where parents can meet with Administration on a monthly basis to discuss any concerns they have. The work of these four committees is designed to support teachers, students, and their families.

At PS 155, teachers have four common planning periods a week. Teachers meet to plan for instruction, discuss outcomes on assessments and culminating projects, and to look at student work samples in order to plan for next steps. Our teacher teams’ strength lies in the collection of data; however, in feedback provided by the results of 2013-2014 Quality Review and walk-throughs conducted by Administration and Network Achievement Coaches, often times it is difficult to see evidence in the classrooms of how the data analysis of the information collected has impacted student learning. This also translates into a high percentage of students scoring at Level 2 on the NYS Common Core exams, in both ELA and Math.

In order to support the teachers and parents, a Professional Learning Calendar was put together after a careful analysis of the data collected from the School Quality Review, the Learning Survey, NYS ELA and Math scores and a survey that was given to all teachers, paraprofessionals, and parents. This calendar provides differentiated professional development for staff members, while monthly parent workshops provide parents with information on how to help their children at home that goes hand-in-hand with what the teachers are learning during the professional development opportunities.

Although teachers collaborate during grade-level meetings and are committed to moving students’ learning, there is a need for more vertical collaboration amongst grades. PS 155 participated in the Teacher Evaluation Program (TEP) Pilot during the 2012-2013 school year. While this opportunity provided us with a head-start in implementing what is now known as ADVANCE, we found that this new shared responsibility for all students’ scores has created a level of anxiety and at times caused teachers to retrieve and focus solely on their own students, as their concerns over MOSL/MOTP ratings grew. This is cause for a new plan that will focus on fostering shared responsibility, shared collaboration, and shared accountability for all students at PS 155.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 100% of our teachers will have participated in differentiated professional development opportunities that will translate into focused grade planning meetings and lessons that address students' individual needs.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>The Professional Development Committee has created a differentiated Professional Learning Calendar (detailed in 5D) that is a “living” document. It will continue to be updated throughout the year, informed by surveys as well as teacher interests and needs noted in their ADVANCE observations and feedback sessions. Specific research-based instructional programs and assessments/lessons for small-group instruction included in this year’s Professional Development include: “Miscue Analysis / Guided Reading,” “Text Talk,” “Great Leaps,” “Reciprocal Reading,” “Visual Thinking Strategies (VTS),” “Estrellita (a Spanish phonics program), “6 + 1 Writing Traits,” and the “Wilson Reading Program / Foundations”.</li> </ul>	All members of the Professional Learning Community	Ongoing from Sept. 2014 to June 2015	Administrators and Network Achievement Coaches conduct observations/feedback sessions, and schedule post-observation inter-visitations, activities and modeling of lessons. The Professional Development Committee coordinates presentations/work sessions.
<ul style="list-style-type: none"> <li>In order to develop the differentiated professional development, surveys were given to all staff members at the beginning of the year. Progress-monitoring include:               ---a mid-year checkpoint survey which will be given in January 2015               ---two additional surveys (regarding maintaining a Professional Learning Community) will be given in December and March               The Professional Learning Calendar will be updated or changed accordingly.</li> </ul>	All members of the Professional Learning Community	Ongoing from Sept. 2014 to June 2015  January 2015 to June 2015  Dec. 2014 and March 2015 to June 2015	Professional Development Committee (comprised of teachers and administrators) are in charge of scheduling and planning professional development activities
<ul style="list-style-type: none"> <li>Administrators have created Team Teacher Meeting Protocol consisting of agendas, roles, responsibilities, and weekly foci for all Grade-Level Teams. Teams will also be responsible for discussing high-need student subgroups at each meeting, and sharing ideas on how lessons will be</li> </ul>	Grade-Level Teams	Ongoing from Sept. 2014 to June 2015	Administrators and Network Achievement Coaches ensure that Teams are following the Protocol. Grade

differentiated to meet the needs of all students.			Leaders schedule weekly grade meetings and provide the weekly focus, as per discussions with Administration and Coaches.
<ul style="list-style-type: none"> <li>A Curriculum Committee, composed of vertical teacher teams (mixed grades), will meet monthly in order to discuss specific Common Core standards, how these standards flow throughout each grade, and to share best practices on how to reach <i>all</i> students in terms of the standard(s) in focus for that meeting. This will promote shared responsibility and collaboration throughout the grades, in turn leading to a higher degree of trust among staff members.</li> </ul>	All members of the Professional Learning Community	Jan. to June 2015	Administrators schedule monthly Curriculum Committee meetings.

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Human resources needed include the following committees: UFT Consultation Committee, Pupil Personnel Team, School Intervention Team, and the “2<sup>nd</sup> Cup of Coffee” open forum with Parents and Families. In order for these groups to meet, scheduling adjustments need to be made. The Professional Development Committee also meets regularly in order to monitor progress, discuss professional development sessions already completed with next steps if follow-up sessions are scheduled, and to inform possible future professional development workshops.
- Instructional resources needed include the following programs: “Text Talk,” “Great Leaps,” “Reciprocal Reading,” “Visual Thinking Strategies (VTS),” “Estrellita (a Spanish phonics program),” “6 + 1 Writing Traits,” and the “Wilson Reading Program / Foundations”. In addition, leveled books are needed for guided reading, and writing materials for the “6 + 1 Writing Traits” instruction.
- Schedule adjustments are needed so that all grades have at least 4 common peps a week to hold grade meetings using the Protocol created by Administrators/Network Achievement Coaches. The Curriculum Committee will be scheduled to present their findings to staff during Monday’s 80-minute professional development time. This will be incorporated into the Professional Learning Calendar.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Funds will be set aside to pay teachers per-session in order to analyze data and plan for these sessions.
- PS 155 will be researching any additional grant opportunities that may enhance programs.

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- A mid-point benchmark consisting of a mid-year “Maintaining a Professional Learning Community” survey, with a series of 10 questions regarding our professional development to date, will be given to all members of the Professional Learning Community in January 2015.
- Progress monitoring activities: Grade-Level Teacher Teams hand in their meetings binders monthly to Administrators so they can monitor agendas, roles, read notes on student work and next steps / scaffolds for those students who need improvement in a particular area, as well as ensure that teams have a clear focus that will lead to increased student achievement.

**Part 6b. Complete in February 2015.**

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |                                                                                                                                                                                                                                                                                                                              |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.                                                                     |

At PS 155 school leaders and all faculty members are working together to ensure that curricula is aligned to the CCLS and/or content standards. End of year student outcomes as outlined in the ELA and Math 2014 NYS assessments indicate the urgency to increase vocabulary, oral language development and writing skills as it pertains to explanation and reasoning of student understanding. The 2013/2014 Quality Review demonstrated the lack of differentiation across the grades, and the need to increase teacher teams structures to address and strategically integrate the essential instructional shifts, resulting in college and career readiness for all students from Prek-5<sup>th</sup> grades. School leaders gather information via observations, formal and informal student outcomes, one on one discussion with faculty and teacher surveys to identify, plan and provide the professional learning community at PS155 with targeted, specific, and individualized Professional Development sessions. School leaders conduct bi-monthly meetings with grade level teacher leaders to communicate high expectations, instructional requirements, and the social-emotional supports that drive student achievement.

Grade leaders are liaisons between Administration and grade teams. Selected teachers participate in the UFT Consultation Committee, which is a committee that is representative of all pedagogues, and creates an agenda for a discussion with Administration in order to problem solve and keep the lines of communication open for all. The School Leadership Team meets bi-weekly and is actively involved in the development of the CEP. All items are translated for parents and voted on before incorporating them into the CEP. Parents of the SLT are invited to visit classrooms and do walk-throughs in order to see the different structures that are in place (for example 12:1, ICT, and general class settings). In order to build school capacity, most professional development is provided in-house by the staff, after having attended a professional development outside the school, or directly reflective of a course that they may have just taken. Other times, they simply share best practices that have been highlighted by the administration. PS 155 has developed many school leaders in the past, and continues to do so. Most pedagogues that leave PS 155 do so as they ascend to leadership positions. At present, two of our upper grade teachers have completed their Administrative degrees and are licensed. It is a complement to our school when others go on to lead, as they take a little bit of PS 155 with them.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will have received actionable feedback through the Advance System, professional development opportunities surrounding differentiation and actionable student feedback, and training on implementing Teacher Team Protocols to improve instruction and student outcomes.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element,	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and</i>
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including: 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust		<i>and end date?</i>	<i>overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>Administration created a calendar ensuring that by the end of 2014, all eligible teachers will have received two rounds of observations/feedback sessions, often times resulting in inter-visitations, teacher modeling sessions, hands-on experiences and the opportunity to see best practices in action. By April, every eligible teacher will have been seen a minimum of four times.</li> </ul>	All eligible teachers and paraprofessionals	Ongoing, from Sept. 2014 to June 2015	Administrators are in charge of observations/feedback sessions, and in scheduling post-observation inter-visitations and activities
<ul style="list-style-type: none"> <li>Professional development has been provided highlighting the eight (8) elements of the 22 competencies that teachers will be rated on this year. An in-depth session of professional development was executed to dig deeper at lesson planning and how it applies to designing coherent instruction. Teachers worked together using their own lesson plans and shared best practices in order to fine-tune lessons and increase rigor, differentiation, questioning and discussion, student engagement, and critical thinking skills.</li> </ul>	All members of the Professional Learning Community	Sept. and Oct. 2014 is when these specific PDs were held	Administration and Teacher Teams
<ul style="list-style-type: none"> <li>Our professional development calendar indicates a menu of sessions under the over-arching theme of Student Engagement, with six areas of focus including the following: <ul style="list-style-type: none"> <li>1. Differentiation and Rigor, with sessions including: <ul style="list-style-type: none"> <li>-“Effective ELA Scaffolds”</li> <li>-“Reciprocal Teaching”</li> <li>-“Differentiation Techniques and Structures”</li> <li>-“Using IEPs to Create Rigorous Tasks During Independent Work”</li> <li>-“Culminating Projects Incorporating Student Choice”</li> </ul> </li> <li>2. Questioning and Discussion, with sessions including: <ul style="list-style-type: none"> <li>-“Participation Protocol”</li> <li>-“Text Talk”</li> <li>-“Learning Targets”</li> <li>-“Kagan Discussion Structures”</li> </ul> </li> </ul> </li> </ul>	All members of the Professional Learning Community	Ongoing, from Sept. 2014 to June 2015	Teacher Teams, Supervisors, and UFT Chapter Leader as chairperson of the PS 155 Professional Development Committee

<p>-“Creating and Using Essential Questions throughout the Grades, a Three-Part Series”</p> <p>-“Discussion using Debates”</p> <p>-“Using Visual Thinking Strategies to Foster Evidence-Based Discussion”</p> <p>3. Vocabulary, with sessions including:</p> <p>-“Text Talk” Vocab. and Comprehension for Paraprofessional-led Small Groups</p> <p>-“Teaching Techniques for Teaching Vocab to ELLs in Each Stage of Language Acquisition”</p> <p>-“Debates in the Classroom with Vivid Vocabulary”</p> <p>4. Guided Reading, with sessions including:</p> <p>-“Miscue Analysis and Early Emergent Readers”</p> <p>-“Using Running Records to Group Students accd. to Miscue Analysis”</p> <p>-“Paraprofessionals Using ‘Great Leaps’ and fluency drills to Support Students before/after guided rdg.”</p> <p>-“Rigorous Guided Reading Lessons”</p> <p>5. Assessment, with sessions including:</p> <p>-“Providing Actionable and Appropriate Feedback to Students in K-5”</p> <p>-“Using the 6+1 Writing Traits Rubric”</p> <p>-“Using Mid-Year Writing Samples to Create Focused Strategy Groups”</p> <p>-“Using Mid-Year Teacher’s College Reading Assessment Results and Miscue Analysis to Create Focused Strategy Groups”</p> <p>**All professional development sessions include teaching students with disabilities and English Language Learners--as these students encompass the vast majority of our student body.</p>			
<ul style="list-style-type: none"> <li>Structures, organization, and roles within Teacher Team meetings have been delineated by Administration. Teacher Team binders (including Agendas and Notes) will continue to be regularly collected and monitored by Grade Leaders and Administrators.</li> </ul>	Teacher Teams	Ongoing, from Sept. 2014 through June 2015	Administration, Network Achievement Coaches, Grade Leaders and Teacher Team members all hold responsibility in implementation of Teacher Team Protocol. Administrators will oversee and collect

			Teacher Team Binders.
<ul style="list-style-type: none"> <li>Parents received information on the ADVANCE program during September's "2<sup>nd</sup> Cup of Coffee" with Administration, and can use the monthly "2<sup>nd</sup> Cup of Coffee" forum to openly share their thoughts on the ADVANCE program throughout the school year. Parents will continue to be updated on our school's areas of growth and areas of need through PS 155's School Leadership Team.</li> <li>The School Leadership Team is informed of and looks in depth at the curriculum and Common Core Standards. In Spring 2013, the Team previewed possible Standards-based programs in attempting to decide to use them as a vehicle to present a rigorous Common-Core based program to the students. After using them for a year, we revisited them and decided in order to best service our students, we had to modify them in order to include opportunities for differentiation and stations where students can have opportunities to practice skills and strategies learned during the mini-lesson portion of the literacy block. We then decided this year to redesign the "Ready Gen" and "Expeditionary" programs in order to better fit the strengths and needs of our unique student body (See 5A—Rigorous Instruction).</li> </ul>	Parents and Families	Ongoing, from Sept. 2014 through June 2015	Administration, Grade Leaders and Teacher Team members
	All members of the Professional Learning Community	Ongoing, from Sept. 2014 through June 2015	Administration, Network Achievement Coaches, and the Curriculum Committee

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human resources include Administrators scheduling inter-visitations, substitute teachers (as needed to provide teachers the opportunity to attend PDs, visit other schools, etc.),

copy /printing of materials (ink, paper, etc.) follow-up sessions, training in instructional programs

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

PS 155 will be researching any additional grant opportunities that may enhance programs.

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
30. Specify a timeframe for mid-point progress monitoring activities.

- In January of 2015, the Professional Development Committee will plan for a mid-point benchmark to assess how successful the professional development sessions have been. Teachers will engage in a “carousel” process where they will reflect on the professional learning opportunities that have taken place since September 2014, informing the committee on which opportunities have been most useful and have been implemented. Teachers will be asked to provide evidence in the form of lesson plans, samples of student work, or other artifacts that will show implementation of strategies / skills / protocols as a result of their professional development.
- The District Talent Coach visits PS 155 on a bi-monthly basis in order to preview observation reports and assist with assuring that the feedback provided to teachers is actionable and accompanied by next steps that can be implemented within a short turn-around time in order to move planning and instruction towards effective and highly effective teaching.
- Teacher Team Planning and Meeting binders are collected on a monthly basis. Teachers are provided feedback and are asked questions for clarification and discussion. Teachers have begun to develop protocols in order to ensure that the meetings have a set structure and lead to next steps that will improve student outcomes. The protocols will be set around planning sessions, looking at student work, and the analysis of data that has been collected in order to drive instruction.

**Part 6b. Complete in February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

PS 155 is proud of its strong family ties as noted in the 2013-2014 New York City Department of Education School Survey results, where 95% of parents are satisfied with the instructional core, 96% of parents are satisfied with systems for improvement, and 95% of parents are satisfied with the school culture. All three areas far exceed the citywide averages for elementary schools. Although 97.3% of students at PS 155 are below the poverty level, we are proud to have an average of 94% student attendance on a daily basis. Parent participation in parent-teacher conferences, student performances, ESL, computer, and Zumba classes, monthly content-area celebrations and monthly “2<sup>nd</sup> Cup of Coffee” gatherings is consistently high. This success was a process, which can be attributed to ensuring that parents feel welcome and safe, as many of our parents are immigrants and in the past were afraid to enter the building.

In order to further support family/community engagement, our Parent Coordinator works closely with the staff and parents to make our Parent Room inviting, while providing a Parent Library (in both English and Spanish), computers, arts and crafts supplies, and a functioning kitchen where parents can have anything from a cup of coffee to a snack to feed their younger children. Finally, in order to provide children with nutritional needs that sustain their academic performance, we have changed the breakfast time to 7:20 a.m., which allows parents to have more flexibility with travel time in order to get to work, which was a concern expressed to us during “2<sup>nd</sup> Cup of Coffee.”

PS 155 works in collaboration with Target, who sponsors our Alvin Ailey dance classes for 3<sup>rd</sup> grade. We also have 1:1 tutoring provided Intergenerational Tutors and a health clinic provided by Boriken Health Center. The latter allows for students to attend school even when they have bouts of asthma, which is at high percentages within our school and East Harlem as a whole. The ability for students to receive immunizations, prescriptions, and nebulizer treatments allows parents to be confident that their child will be taken care of, making it possible for them to go to work.

As stated earlier, at PS 155 we struggle with empowering parents to actively participate in the Parent Teacher Association. Unfortunately, too often parents take on the responsibility and are confronted with one of two issues: They either cannot commit to the time that it takes to participate in such executive committees, or they are intimidated by the responsibilities and need guidance throughout the process, often times resigning in the middle of the year. Language is often a concern to executive board members, as many times they are not comfortable speaking in front of large crowds, due to lack of second language acquisition.

As a school and in collaboration with the parents, there is a need to build stronger community ties with neighborhood merchants and community-based organizations. Many of our parents work full-time and share childcare responsibilities, creating a need for afterschool programs where their children can receive homework help, enrichment programs, and physical activity.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Our goal is to educate and empower the Parent Teacher Association Executive Board in order to work collaboratively with the School Leadership Team to build strong community ties and acquire programs sponsored by local merchants and community-based organizations to address the needs of our students and their families.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Current members of the Parent Teacher Association (PTA) Executive Board will be working closely with members of the President’s Council to receive training on the protocols to create and implement Parent Teacher Association Bylaws that are comprehensive and achievable. The President’s Council will assist the PTA in the protocols needed for elections and monthly meetings. The Parent Coordinator will provide the PTA with resources which will help the members create a calendar of workshops for parents and families. These actions will result in parents becoming more empowered, informed, and capable of serving and actively participating in the PTA, while increasing the general membership participation.	Parent Teacher Association Executive Board Members	Nov. 2014 through June 2015	The Parent Coordinator will help facilitate communication between the President’s Council members and the PTA Executive Board members.
The Parent Coordinator serves as a liaison between the home and school. She provides monthly calendars, breakfast and lunch menus, phone messengers, and school mailings to keep all parents informed as to what’s happening in the school.	All parents	Ongoing	Supervised by Administration, in consultation with SLT and PTA Executive Board members
The School Leadership Team, in conjunction with the PTA Executive Board, will conduct research on outside funding opportunities, which will provide students with access to afterschool programs that will engage them in homework help, enrichment programs, and physical activities such as clubs, for every day of the week.	All families	Ongoing	Supervised by Administration, in consultation with SLT and PTA Executive Board members
Parents will participate in monthly curriculum based workshops that will provide them with strategies and materials to support their child’s learning at home with special considerations for parents of ELL’s and SWD’s.	All families	Ongoing	Supervised by Administration, in consultation with SLT and PTA Executive Board members

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Resources needed include scheduling of School Leadership Team meetings and PTA Executive Board meetings
- Creating schedules where the President’s Council can come to work with the PTA Executive Board

- Sending phone messengers and creatively promoting PTA meetings

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>	X	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

- SLT, in conjunction with the PTA Executive Board, will create a mid-year survey in order to assess how well-informed parents are.
- Attendance at PTA meetings will be monitored. Agendas and attendance for SLT and Executive Board planning sessions will also be monitored.
- Administration and the Parent Coordinator will maintain a database chronicling the outreach to community organizations.
- Enrollment and attendance rosters for after-school programs (including homework help, enrichment programs, and physical activities) will also stand as evidence of progress toward this goal.

**Part 6b.** Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	(a) An additional 30 minutes for guided reading school-wide determined by Teacher's College Reading Assessment results (b) Afterschool reading program—eligibility determined by Teacher's College Reading Assessment results (c) Intergenerational Tutors—eligibility determined by Teacher's College Reading Assessment results (d) Accelerated Reader program in the classroom—all students participate on their instructional level (e) Saturday Academy—lowest 1/3 of class eligible	(a) guided reading (b) balanced literacy with small-group skills lessons (c) repeated readings and tutoring (d) computer-guided and generated reading quizzes (e) small-group test preparation lessons	(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
<b>Mathematics</b>	a) Afterschool mathematics program --eligibility by lowest 1/3 on unit exams and benchmark quizzes (b) Saturday Academy-- eligibility by lowest 1/3 on unit exams and benchmark quizzes (c) Go Math Program- RTI resources—eligibility determined by which students need extra help after each lesson	(a) Word problems and procedural writing (b) small-group test preparation lessons (c) lessons to reteach, intervene, and enrich	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)

<b>Science</b>	a) Pre Unit Assessment, benchmark assessment and post unit assessment as a form of data-driven instruction – all students eligible (b) Saturday Academy for Science—all students eligible	(a) differentiated small groups  (b) hands-on science experiments and procedural writing	a)Whole class and small group instruction  (b) Saturday Academy	(a)Biweekly 60-minute sessions
<b>Social Studies</b>	a) Pre Unit Assessment, benchmark assessment and post unit assessment as a form of data-driven instruction – all students eligible	(a) differentiated small groups	a)Whole class and small group instruction	a)Biweekly 60-minute sessions
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	a)"At-risk" services provided by Guidance Counselor and Social Worker -- all students eligible and determined by needs at the time . (b) "At-risk" push- in/ pull-out SETSS services to address targeted academic areas in need of improvement -- all students eligible and determined by needs at the time	(a) push-in social skills training, behavioral modification  (b) intervention programs including "Wilson Reading Program" and conferences in ELA and Math	a) 30 minute sessions in a 1:1 or group setting (max: 3)  (b) 50 minute sessions in a group no larger than 8 students	a) During the school day (max. Twice a week)  (b) Daily

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. 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.
<p>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 rubric, results of the Quality Review, school progress report, school learning survey and snapshot, the 8 components of the Danielson Framework on which teachers are rated, 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.</p> <p>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.</p> <p>PS 155 is very proud to have a very low turn- over rate. With that said, the professional learning 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.</p>

**2b. 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).
<p>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).</p> <p>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.</p> <p>This year, the Professional Development Committee created several surveys to assess teachers' needs in terms of their</p>

professional learning. A differentiated professional development calendar was then created to address those needs, and the professional development will lead to improved teacher performance and student outcomes. See Goal 5D for more information on workshop offerings. After each workshop or professional learning activity, participants fill out an “Exit Slip” and these slips, in conjunction with the surveys, inform future professional learning.

Informal and formal observations take place regularly, 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 also 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. This information is turn-keyed during grade-level meetings and during portions of the 80-minutes of professional development on Mondays.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. 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).

### **Part 4: SWP Schools Only**

#### **4a. 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, parents and teachers.

#### **4b. 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 met in July to familiarize themselves with the updated selection process. The Committee then turn-keyed to the staff as a whole, so that staff members could make informed decisions regarding their MOSL selections.

In addition, during grade meetings, teachers discussed whether or not they wanted to participate in certain assessments this year (for example, the New York City Periodic Assessments). This year, we had options as to which assessments our school used (chosen off of the SchoolNet web site), and our teachers decided to opt-out of the Periodic Assessments. Although we are not giving these assessments to the students, we are giving students in grades 3,4, and 5 Fall , Mid-year, and End-of-year assessments in ELA in Math. We are using last year's NYC Performance Assessments in order to provide a baseline score (for students in K-3). As a result of the data collected from these assessments, teachers collaborate and analyze students' outcomes to improve and ensure effective instruction.

#### 4c. "Conceptual" Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	240,516	X	14,27
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	N/A
Title II, Part A	Federal	73,784.00	X	X
Title III, Part A	Federal	N/A	N/A	N/A
Title III, Immigrant	Federal	15,608	X	Page12, 27
Tax Levy (FSF)	Local	2,104,090	X	X

#### <sup>1</sup>Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool

to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP)

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 the school. **P.S.155**, 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 the school and the families. The 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 the school community. **P.S.155** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1<sup>st</sup> 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;

The 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;
- 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 (SPC) Template

**[School name]**, 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 1<sup>st</sup> 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department 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.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: _____	DBN: 04M155
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
Total # of ELLs to be served: 125
Grades to be served by this program (check all that apply):
<input 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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 5  
# of certified ESL/Bilingual teachers: 5  
# of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: The results of the 2013-2014 NYSELAT exam showed that ELL students either remained at their levels of beginner, intermediate or regressed a level in the areas of speaking , listening , reading and writing. The few students that showed growth did not go beyond a level of advanced in any of the areas previously mentioned. Finally, of all students tested only 2 students became proficient in English. Therefore in order to ensure growth in second language acquisition and for more students to reach the levels of advanced or proficient on the NYSELAT we are proposing an afterschool program that would take place two days a week for two hours each day. 125 students will participate in the program on Tuesdays and Wednesdays from 2:30- 4:00 p.m. During this time the students will be grouped homogenously in order to focus on the areas they need more intense instruction in. The program would be an ESL program which would require 5 Bilingually certified teachers working on speaking, listening, reading and writing skills through the use NYSELAT materials (work books), listening centers and the use computer based ESL websites.

**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: In order to ensure targeted instruction, teachers will receive three two hour sessions of professional development, before the program begins in order analyze the NYSELAT data and plan for the grouping students. During these sessions teachers will also receive professional development on the use of the NYSELAT practice material, listening centers, technology and oral language development techniques and strategies. The sessions will be provided by the Assistant Principal, Wanda Mendez, program coordinator and supervisor. The three sessions will take place on January 7th, 8th and 9th of 2015. from 2:30-4:30 p.m.

**Part D: Parental Engagement Activities**

### Part D: Parental Engagement Activities

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

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

Begin description here:

In order for parents to understand the process and stages of second language acquisition, parents will participate in three one hour workshops that will introduce parents to their child's NYSESLAT results including a breakdown of how their child is doing in the four areas assessed, Speaking, listening, reading and writing.

Parents will also participate in workshops on how to support their child's second language acquisition at home through the use of the school /public library in conjunction with a TARGET family Reading grant. These sessions will provide the parents with specific activities they can do with their child in these four areas (speaking, listening, reading and writing) at home.

Parents will receive copies of 2 books on CD's and a copy of the book to enhance their libraries at home. This will be provided with workshops on follow up activities specific to the books they will be receiving in order to allow the opportunity for parents to engage in literary discussions with their child at home.

Parents will be notified about these activities via school phone messenger and a school mailing prior to each session. The contact person will be the parent coordinator. The workshops will be conducted by the principal, Lillian Raimundi Ortiz, Ms. Hanna- Sen the Librarian and Ms. Montero, the parent coordinator during the 75 minute parent sessions on Tuesday afternoons and during the TARGET family reading nights, at no cost to Title III.

### Part E: Budget

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

Allocation Amount: \$15603

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)	\$1584.00 \$7740.00	1 supervisor X 18 sessions X 2 Hours (only after school program)
<ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$1320.00	5 teachers X 19 sessions X 2 hours each 5 teachers x 3 (2 hour professional development sessions)
Purchased services	_____	_____
<ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials	3360.00	NYSESLAT books for students Books on CD's for parent/child

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$15603

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>	1599.00	Parent workshops Supplies for students and parent workshops
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b>\$15,603.00</b>	_____

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>04</b>	Borough <b>Manhattan</b>	School Number <b>155</b>
School Name <b>The William Paca School</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Lillian Raimundi-Ortiz</b>	Assistant Principal <b>Wanda Mendez</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Lindsay Hage</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

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

### D. Student Demographics

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

# 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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	1	1	1								6
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE				1	0	0								1
SELECT ONE	1	1	1	1	1	1								6
<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>13</b>						

## 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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL										0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
<b>Total</b>	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
<b>TOTAL</b>	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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	
<b>TOTAL</b>	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
<b>TOTAL</b>	<b>0</b>													

## 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
Intermediate(I)	12	6	3	11	5									37
Advanced (A)	24	10	15	12	11									72
Total	<b>43</b>	<b>18</b>	<b>19</b>	<b>28</b>	<b>18</b>	<b>0</b>	<b>126</b>							

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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. Paste response to questions here:

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 [AMAQ tool](#))

At PS 155, the students tend to score significantly higher in Listening and Speaking and much lower in Reading in 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. Paste response to question here:

4. For each program, answer the following:

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

#### 4. See answers to question 2, above.

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

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

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

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. Paste response to question here:

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:

## 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).

a. The school currently has no SIFE students.

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

c. ELLs Receiving Services from 4 to 6 Years: ELLs receiving service from 4 to 6 years are provided additional assistance. They participate in the Extended Day program 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
Native Language Arts:	
Social Studies:	
Math:	
Science:	

Class/Content Area	Language(s) of Instruction

### 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


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

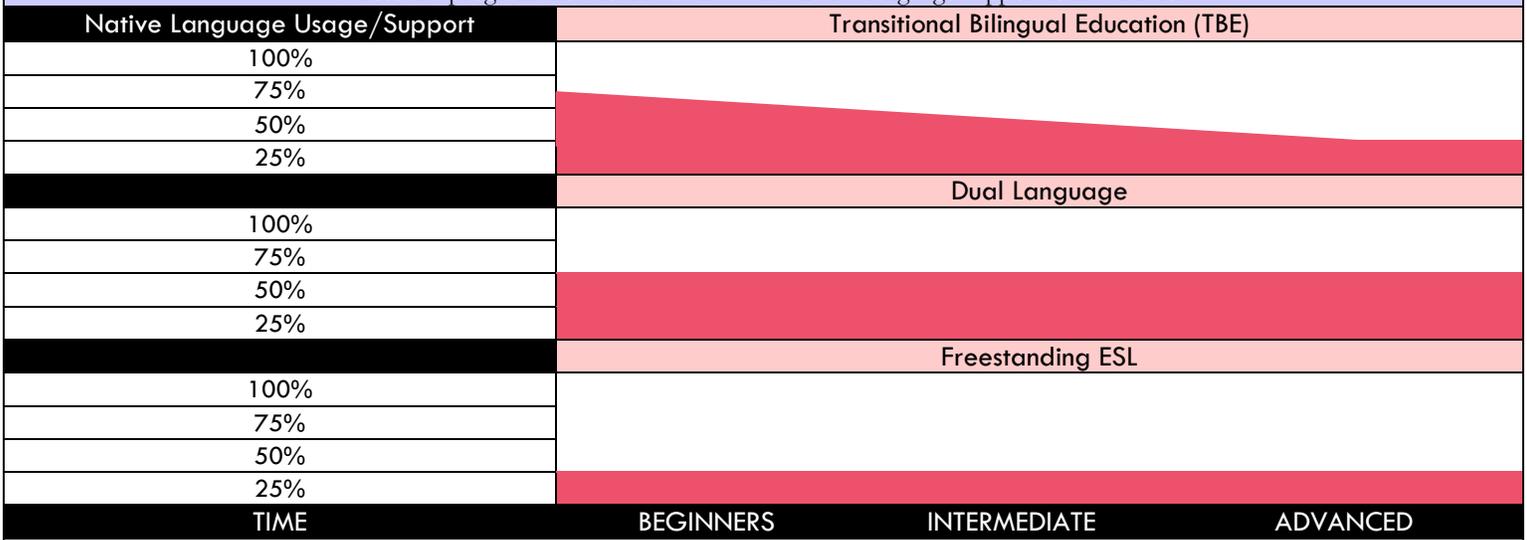
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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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

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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>.