



P.S. 159 ISAAC PITKIN

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 159 ISAAC PITKIN
ADDRESS: 2781 PITKIN AVENUE, BROOKLYN, NY, 11208
TELEPHONE: 718-277-4828
FAX: 718-827-4531

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 19K159 **SCHOOL NAME:** P.S. 159 Isaac Pitkin

SCHOOL ADDRESS: 2781 PITKIN AVENUE, BROOKLYN, NY, 11208

SCHOOL TELEPHONE: 718-277-4828 **FAX:** 718-827-4531

SCHOOL CONTACT PERSON: Dr. Monica J. Duncan **EMAIL ADDRESS** mduncan@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Cindy Kitrosser

PRINCIPAL: Monica Duncan

UFT CHAPTER LEADER: Richard Martello

PARENTS' ASSOCIATION PRESIDENT: Tanya Dalton

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 19 **SSO NAME:** Knowledge Network Learning Support Organization
SSO NETWORK LEADER: Rodriguez-Torres,Martha
SUPERINTENDENT: Martin Weinstein

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Monica Duncan	Principal	
Cindy Kitrosser	UFT Member	
Richard Martello	UFT Chapter Chairperson	
Tanya Dalton	PA/PTA President or Designated Co-President	
Victoria Carro	Parent	
Bernadine Curry	Parent	
Gayle Clement	UFT Member	
Delores Wilder	DC 37 Representative	
Carlos G Socorro	UFT Member	
Laverne Douglas	Parent	

Jorge Guerrero	Parent	
Michelle Green	Parent	

*** Core (mandatory) SLT members.**

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 159K, located in Brooklyn's Community District #19, East New York, provides academic and social services to approximately 922 K-5 students in a culturally diverse community. Academic and operational excellence is achieved as a result of the combined efforts of management, staff, students, families and the outlying community. The school's philosophy is that our children are "learners today to be leaders tomorrow." Each day we strive to provide an educational environment that models the highest standards of academic achievement while also recognizing the social and emotional needs of each student.

Following the city's academic initiatives, classroom and speciality cluster teachers integrate literacy, math, science, social studies and the arts to reinforce content, skills and student understanding of the Knowledge CORE curriculum mandates.

The school's extensive technology program includes two MAC and DELL computer labs and classrooms equipped with laptops and desktop computers. Classroom SMARTBoards provide a creative innovative tool to develop and customize lessons for differentiated instruction and extended learning.

Mathematics instruction, based on the City and State Mathematics Standards, uses *Everyday Math (K-5)*. *Everyday Math*, with its strong emphasis on constructivist learning, focuses on multiple-step problem solving. As an extension, teachers develop customized problem solving materials using manipulatives and other support materials into other CORE subjects such as science and social studies.

Science is a special focus in our school with a fully equipped science room using computers, lab equipment and Internet connection. We are a certified GLOBE school and our children provide NASA real-time scientific data from our school-based weather station. Planning in partnership with grade lead teachers provides for maximum integration of science with other CORE subjects.

Computer instruction is available to all students in networked Mac and Dell Computer labs. The building is 'wireless' and all classrooms have Internet capability and a minimum of two (2) computers. Additionally, two classes have computer carts containing 15 laptops each and many classrooms are equipped with SMARTBoards. We are committed to technology as a means to better integrate CORE subjects, enhance differentiated standards-based instruction, and empower student learning through active participation.

The Arts, a vital component of the CORE curriculum initiatives, offer instruction in the Visual and Performing Arts based on NYC standards.

Our music program provides group and individual instruction in voice and instrument. Art focuses on both the classical and avant garde periods. The new Theatre Arts program allows students dramatic interpretation, self expression and theatrical development through the literacy CORE curriculum.

Students are provided an array of learning extension opportunities such as the Extended Day Program (K-5) and Liberty Learning and Brenzia academies - all implemented to address the academic needs of each student. They also enjoy conventional after-school programs and extra curricular activities such as Cooking Club, Fast Feet (Double Dutch jump rope), Stepping Group, Sunrise Science, music chorus, dance groups and sports.

The School Leadership Team is a dynamite partnership between staff and parents and is responsible developing timely programs and projects for the school community. The school is dedicated to forging a strong partnership with our PTA and families. Our exceptionally supportive hard-working PTA sponsors events such as the Scholastic Book Fair and a variety of Family Nights including Tuesday "Family Reading Night".

P.S. 159 is committed to the emotional, social and academic needs of every child. It is our belief that by providing academic excellence to our students, and working closely with families and outreach organizations, we will continue to be successful as educators as each child achieves their potential and happiness.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 159 Isaac Pitkin						
District:	19	DBN:	19K159	School BEDS Code:	331900010159		
DEMOGRAPHICS							
Grades Served:	Pre-K		3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09
Pre-K	0	0	0		93.2	92.5	92.8
Kindergarten	137	125	117	Student Stability - % of Enrollment:			
Grade 1	153	164	154	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 2	159	164	163		90.5	92.4	88.9
Grade 3	174	156	186	Poverty Rate - % of Enrollment:			
Grade 4	133	156	186	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 5	152	150	149		77.3	77.3	77.3
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 8	0	0	0		4	8	17
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 11	0	0	0		7	25	9
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	1	3	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Total	909	925	912				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
# in Self-Contained Classes	31	41	45	Principal Suspensions	1	15	23
# in Collaborative Team Teaching (CTT) Classes	13	17	15	Superintendent Suspensions	0	9	7
Number all others	33	35	42	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0
# in Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
# receiving ESL services only	115	128	117	Number of Teachers	63	70	74

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	4	2	2	Number of Administrators and Other Professionals	10	15	16
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	4	4
Overall Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	79.4	78.6	79.7
				% more than 5 years teaching anywhere	63.5	62.9	66.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher	90.0	83.0	85.0
American Indian or Alaska Native	0.7	0.6	0.9	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.6	98.2	98.5
Black or African American	58.2	56.1	54.6				
Hispanic or Latino	24.6	24.6	23.8				
Asian or Native Hawaiian/Other Pacific Isl.	15.5	17.7	19.6				
White	1.0	0.9	0.9				
Male	50.6	52.3	52.1				
Female	49.4	47.7	47.9				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	SINI 1			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-	-			
Black or African American		√	√	√			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	-			
White		-	-	-			
Other Groups							
Students with Disabilities		X	√	-			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		6	7	4	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	√		
Overall Score:	73.1			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	9.1			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	14.8			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	42.4						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	6.8						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							

SECTION IV: NEEDS ASSESSMENT

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

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

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

SECTION IV: NEEDS ASSESSMENT

The following performance trends and accomplishments are derived from quantitative and qualitative assessment data and test results:

- ELA proficiency increased with 61.0% of students scoring Level 3 or 4.
- Math proficiency increased with 83.2% of students scoring Level 3 or 4.
- Science proficiency increased with 7% achieving Level 4.
- Overall annual student achievement increased from 53.4% to 64.8.0%.
-
- Demonstrated student accomplishments in Math and Science as cited in the school Progress Report.
- Articulation between classroom teachers and support personnel provides stronger cross-pollination between CORE subjects.
- Additional support and enrichment pull-out groups in various curriculum areas provide targeted instruction for special needs students.
- Technology provides students the tools necessary to compete in today's information- driven world. Management is dedicated and committed to providing each classroom with state-of-the-art interactive technology.
- ELL transition groups continue to support students who have tested out of ESL.
- Self-contained special education classes are regularly integrated with their general education counterparts for various academic and non-academic activities.

Challenges:

- Budgetary constraints negatively impact staffing and administrative overhead as well as curriculum and technology costs.
- Budgetary constraints hinder the procurement of additional alternative academic programs, technology updates and additional science supplies and equipment.
- Lack of staff development time for standards-based planning and development of curriculum is a significant issue.
- Insufficient funding to support personnel, training and materials for our increasing ELL population.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<p>GOAL 1: LITERACY - Increase overall student literacy levels and skills through differentiated instruction and curriculum program management.</p> <p>By June 2010, 95% of early childhood (K), 1st and 2nd grade students will improve reading comprehension and achieve at least Level 6 on ECLAS.</p> <p>By June 2010, 68% of 3rd, 4th and 5th grade students will increase comprehension skills and achieve at least one year's progress on the NYS ELA Standardized Test proficiency scales.</p> <p>By June 2010, at least 50% of the Special Education subgroup will increase comprehension skills and achieve at least one year's progress on the NYS ELA Standardized Test proficiency scales.</p>	<p>The professional literacy staff will provide no less than four customized differentiated learning-based professional development sessions for grades K, 1, and 2 grade teachers insuring staff proficiency in, and utilization of, various program assessment methodologies for tracking annual growth per student.</p> <p>The professional literacy staff will provide no less than four differentiated learning-based professional development sessions for grades 3, 4 and 5 teachers insuring staff proficiency in, and utilization of, various program assessment methodologies for tracking annual growth per student.</p>
<p>GOAL 2: MATH – Increase student mathematics knowledge, skills and performance through differentiated instruction and curriculum specific program management.</p> <p>By June 2010, 80% of K, 1st and 2nd grade students will increase their mathematical knowledge and skills by making at least one year's progress on the Everyday Math end-of-the-year exam.</p>	<p>K, 1st and 2nd grade staff will attend no less than four customized and specialized mathematics professional development sessions to educate and improve concepts and program understanding. Teachers will continue to utilize various individualized assessments to increase math skills as measured by the NYS Math Test.</p> <p>3rd, 4th and 5th grade staff will attend no less than four customized and specialized mathematics professional development sessions to educate and improve concepts and program understanding. Teachers will continue to utilize various individualize assessments to increase math skills as measured by the NYS Math Test.</p>

<p>By June 2010, 80% of 3rd, 4th and 5th grade students will increase their mathematical knowledge and skills by making at least one year's progress on the proficiency scales on the NYS Mathematics Assessment.</p>	
<p>GOAL 3: SCIENCE – Increase overall student science proficiency levels and skills through differentiated instruction and integrated CORE curriculum programs.</p> <p>By June 2010, overall student achievement will demonstrate at least 80% improvement in mastering science concepts and performance.</p> <p>By June 2010, 90% of 4th graders will demonstrate achievement in science inquiry and processing skills as measured by the New York State Science Test (ESPET).</p>	<p>By June 2010 all classroom teachers, K - 5, will have participated in no less than four professional developments for assessment and differentiated learning based on the NYC Science Scope and Sequence and NYC and state science standards.</p> <p>By June 2010 both science cluster teachers will have participated in no less than four professional developments to master content and technique as outlined in the NYC Science Scope and Sequence and NYC and state science standards as well as technology training.</p> <p>Teachers will be provided the use of individualize written and computerized assessments to increase 4th grade science skills as measured by the NYS Science Test (ESPET). Current programs include Harcourt Brace and Kaplan Science Test Prep and Review.</p>
<p>GOAL 4: SOCIAL STUDIES – Increase students scores and proficiency by further aligning the Knowledge CORE-based Social Studies program with the Social Studies Performance Standards.</p> <p>By June 2010, 90% of K-4 students will increase their social studies skills as outlined in the CORE Knowledge program and the NYS Social Studies Scope and Sequence and various assessment tests.</p> <p>By June 2010, 70% of 5th grade students will increase their Social Studies skills as measured by the New York State Social Studies Test.</p>	<p>K, 1st and 2nd grade staff will attend no less than four customized social studies professional developments to educate and improve social studies CORE concepts and program understanding. Teachers will continue to utilize various individualize assessments and increase social studies skills as measured by the NYS Social Studies Test.</p> <p>3rd, 4th and 5th grade staff will attend no less than four customized social studies professional developments to educate and improve social studies CORE concepts and program understanding. Teachers will continue to utilize various individualize assessments to achieve content skills as measured by the NYS Social Studies Test.</p>
<p>Goal 5: PHYSICAL EDUCATION - Demonstrate student achievement from a comprehensive physical fitness and well-being program that includes individual fitness plans and nutrition guidelines.</p>	<p>During school year 2009-2010 the physical education teacher will attend no less than four professional developments and develop a more comprehensive fitness, health and nutrition-based physical education program as mandated by the national and NYC Physical Education for Life-Long Fitness Program. Emphasis will be placed on CORE integration with math and science.</p>

By June 2010, all of the students at P.S. 159 with a percentage at or above the standard in Physical Education will increase their activity performance by 3%.

Students will be assessed by the Physical Education for-Life-Long Fitness Program test, Cardiovascular Endurance fitness test, and Warm-Up Run test (students should be able to complete without walking.) Nutrition information and recommendations will help achieve these activity performance levels.

receive two practice Literacy standardized tests under testing conditions.

Expand program offerings (through the 37.5 minute extended day and continued to the Afterschool and Saturday programs) that provide additional targeted Literacy instruction to general education, special education and ELLs eligible for SES. A Saturday Literacy Institute, supporting skill acquisition for low performing students, will provide further small group and individual differentiated instruction and develop and strengthen identified literacy skills.

The Literacy teacher will work to provide students with literacy skills and test prep on planned Saturdays. The Wilson Program will be implemented in the 3rd/4th grade 12:1 class and by the Academic Intervention teacher in grades 2-5. Continue provision of intensive Academic Intervention Services to all students not meeting state standards.

Support the Inquiry Team's efforts to better utilize data to identify and analyze current program strengths and weaknesses and provide defined teaching strategies in the areas of language comprehension and vocabulary development.

Inform parents of their child's progress through face-to-face meetings and as-needed correspondence.

Provide a literacy-rich learning environment that includes extensive classroom libraries and on-line literacy resources.

Utilize part of the 90-minute literacy block for individual conferences to identify students' needs and provide students with varying levels of support.

Continue referencing Kidbiz3000 program to further support literacy instruction.

Use peer tutors within the classroom.

Schedule teacher common planning time to develop word study/vocabulary instruction aligned with study units.

Maintain teacher Student Assessment folders to track student progress in comprehension skills, reading levels, and grammar work.

	<p>Teach mini-lessons targeting specific skills as determined during teacher/student conferences.</p> <p>Utilize ECLAS in grades K-2 to drive individualized instruction.</p> <p>Implement "Wilson" as an alternative decoding program.</p> <p>Utilize Listening Centers and computers to aid at risk children and ELL learners while providing challenges for enriched and gifted students.</p> <p>Foundations will continue to support word study instructions for kindergarten youngsters.</p> <p>Responsible Staff:</p> <p>Principal and Assistant Principals</p> <p>Teachers, Literacy Coach, Literacy Staff Developer</p> <p>Implementation</p> <p>Time Lines:</p> <p>Balanced Literacy Reading Classes (K-5) meets five(5) times per week in 120 minutes blocks, Sept 2009 - June 2010. Extended Day Program (AIS) meets four(4) days a week from 3:30pm - 5:00pm, Sept 2009- June 2010. Saturday Program meets weekly from 9:00 am - 12 noon, March 2010 - June 2010. Push-in AIS.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Balanced Literacy Program - Teachers, Literacy Coach, Literacy Staff Developer.</p> <p>ISO and network staff professional development sessions.</p> <p>Extended Day Program (AIS) - Teachers, Administrator. Kidbiz3000 grant to support language comprehension skills and vocabulary development. Saturday Program - Teachers, Administrators.</p> <p>PCEN LEP, Title III LEP, Title I, Tax Levy (amount to be determined based on budget constraints).</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Ongoing weekly/monthly teacher observations conducted by administration.</p> <p>Daily/weekly teacher-student conferences focused on student growth and proficiency in reading comprehension, grammar skills and fluency.</p> <p>Content specific subjects (cluster teachers): monthly assessment quizzes, writing journals, special assignments, and projects.</p> <p>Balanced Literacy: DRA Assessments, Benchmark results, ELA scores, SRI Assessments, teacher-created assessments, student notebooks, writing journals, some of which are daily, weekly and monthly.</p> <p>Extended Day, an SES program which includes the ACHIEVE3000 computer-based literacy program (bi-weekly assessment). Saturday Programs - Benchmark results, and ELA Scores (weekly assessment).</p>
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**Subject Area
(where relevant) :**

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>GOAL 2: MATH – Increase student mathematics knowledge, skills and performance through differentiated instruction and curriculum specific program management. By June 2010, 80% of K, 1st and 2nd grade students will increase their mathematical knowledge and skills by making at least one year’s progress on the Everyday Math end-of-the-year exam. By June 2010, 80% of 3rd, 4th and 5th grade students will increase their mathematical knowledge and skills by making at least one year’s progress on the proficiency scales on the NYS Mathematics Assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Activities the school will implement to accomplish the goals:</p> <p>Interim assessments, mathematics pacing calendars</p> <p>Appropriate professional development for all relevant staff.</p> <p>Grade Specific Everyday Mathematics Program with its spiral approach, which consists of: Problem of the Day, modeled, strategic problem solving, guided practice, full outfitted mathematics classrooms which include manipulatives, graphing calculators and other exploratory mathematics tools, mathematics journals, interactive open-ended problem solving,</p>

mathematics word walls, and teacher/student mathematics conferences. Accountable talk in cooperative learning setting.

Supplemented with Math Steps to support basic computational skills to support mathematical test sophistication, students will be provided with a "balanced" approach to mathematics.

In addition, mathematics pacing calendars and the reduction of class size will enable the school to achieve its instructional mission.

Students will be given three interim assessments from Princeton Review in mathematics. Each student will further receive two(2) practice standardized tests in mathematics and two(2) under testing conditions.

Target Population:

Students in grades K, 1, and 2. Students in grades 3, 4, and 5. Those students not attaining the Acuity Predictive Test (anticipative Level). Those student not attaining the Instructional Target Assessment (ITA). Special Education and Ells.

Responsible Staff:

Principal, (2) assistant Principals

teachers, (1) math coach

Implementation Time line:

Everyday Math Classes (K-5) will meet five (5) times per week in 60-75 minute blocks of time. 37.5 minutes extended day program from 2:50- 3:27.5 Extended Day Program (AIS meets two(2) days a week from 3:27 - 5:30 pm.

Saturday Programs meets weekly from 9:00 am to 12:00 pm.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Everyday math Program - Teachers and Math Coach</p> <p>Saturday Program - Teachers and Administrators</p> <p>Title I, Title III LEP, Tax Levy (amount to be determined based on budget constraints).</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Everyday Math Program - Informal observations, Math Boxes, Math Journals, Unit Assessments, Mid-year Assessments, work folders, benchmark results, and State Math Test Scores, Math Steps Assessments, Benchmark results and State Math Test Scores.</p> <p>Extended Day (AIS), an SES program which is using the Achieve 3000 computer based program, and Saturday Program - Everyday Math Assessments, Math Step Assessments, Benchmark results and State Math Test Scores.</p>

Subject Area
(where relevant) :

Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>GOAL 3: SCIENCE – Increase overall student science proficiency levels and skills through differentiated instruction and integrated CORE curriculum programs. By June 2010, overall student achievement will demonstrate at least 80% improvement in mastering science concepts and performance. By June 2010, 90% of 4th graders will demonstrate achievement in science inquiry and processing skills as measured by the New York State Science Test (ESPET).</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Science activities implemented to accomplish the goal: Adherence to the New York City Science Standards, the New York State Core Curriculum and the NYC Science Scope and Sequence.</p> <p>Utilize the district prototype workshop model customized for elementary school science classrooms.</p> <p>Provide inquiry-based and project-based instructions, investigations and hands-on activities.</p> <p>Allow for research conducted in the science lab, computer lab and the library through text-based and web-based activities.</p> <p>Supplement hands-on activities with content reading, discussions and the use of expository text strategies (Kaplan Science Prep). Integrate activities such as journal writing, written and</p>

	<p>oral reports and projects.</p> <p>Design lessons for small group and differentiated instruction.</p> <p>Utilize effective questioning techniques (Bloom's Taxonomy) to facilitate productive accountable discussions and investigations.</p> <p>Integrate science with Literacy, Social Studies, Art and Music (CORE connections). Multiple modes of assessments: teacher-designed assessments and rubrics, performance logs, science journals and the New York Science exam results. Content and inquiry-based learning supported by Harcourt Brace Science program (K-5). Target Population: all students (K-5) with intensive focus on the 4th grade curriculum, students not attaining the standard benchmark and Special Education and Ells students.</p> <p>Responsible Staff:</p> <p>Principal, (2) Assistant Principals</p> <p>Teachers, (2) science clusters</p> <p>Implementation Timeline:</p> <p>Hands-on science instruction is conducted for a least two(2) 45 minute periods in grades K-2. Hands-on science instruction is conducted for a least three(3) 45 minutes periods in grades 3-4, and one(1) 45 minutes periods in grade 5. Additional time provided during Sunrise Science (7:45-8:30).</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Teachers, science clusters</p> <p>Extended Day Program (AIS) teachers, administrator</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Item analysis of ESPET (NYSETS) manipulative sub-test results, writing samples, science fair projects, informal and formal observations.</p>
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**Subject Area
(where relevant) :**

Social Studies

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>GOAL 4: SOCIAL STUDIES – Increase students scores and proficiency by further aligning the Knowledge CORE-based Social Studies program with the Social Studies Performance Standards. By June 2010, 90% of K-4 students will increase their social studies skills as outlined in the CORE Knowledge program and the NYS Social Studies Scope and Sequence and various assessment tests. By June 2010, 70% of 5th grade students will increase their Social Studies skills as measured by the New York State Social Studies Test.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Implemented school activities to accomplish the goal:</p> <p>Adherence to the New York City Standards Social Studies and the New York States CORE Curriculum.</p> <p>Use of document and project-based instruction that includes an integration of social studies with other CORE subjects such as science, math and art.</p> <p>Continuation of instructional strategies aligned with New York City Standards Social Studies and the NYS Core Curriculum integrated with written and oral reports and presentations, vocabulary, literacy and mathematic skill sets.</p> <p>Conduct multiple modes of assessments that include teacher-made assessments, rubrics, performance logs, portfolio compilation, product assessment, and core curriculum unit assessments.</p> <p>Provide research opportunities in both the Library and Computer labs.</p> <p>Extend an opportunity for all students (general education, special education and English language learners) for in-depth topic investigations including knowledge of map skills -</p>

	<p>geographical locations, world geography, latitude and longitude, etc.</p> <p>Target Population:</p> <p>All students in grade 5.All students in grades K-2.All students in grades 3-4.Students not attaining the standard benchmark.</p> <p>Special education students and ELL students.</p> <p>Responsible Staff:</p> <p>Principal and 2 Assist. principals.</p> <p>Teachers, Social Studies cluster (bi-weekly), 2 computer teachers and the librarian.</p> <p>Implementation Timelines:</p> <p>Students in grades K-5 participate in social studies lessons and activites (that integrate other curriculum areas) at least two(2) 45 minute periods per week.</p> <p>Extended day program 2:50-3:27.5 Monday-Thursday.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Aligning Resources:</p> <p>Teachers, Social Studies, Science and Computer and Library clusters.</p> <p>Title I, Tax Levy (money amount to be determined based on budgetary constraints).Extended Day program.</p> <p>AIS.SES: ACHIEVE3000 computer-based program.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators of Interim progress</p> <p>Projects are presented at various multi-cultural celebrations</p> <p>Formal and Informal observations</p>

	<p>Formal and Informal assessments</p> <p>Harcourt Brace Program assessments</p> <p>Student work folders and projects</p> <p>NYS Social Studies Exam results.</p>
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**Subject Area
(where relevant) :**

Fitness and Physical Education

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 5: PHYSICAL EDUCATION - Demonstrate student achievement from a comprehensive physical fitness and well-being program that includes individual fitness plans and nutrition guidelines. By June 2010, all of the students at P.S. 159 with a percentage at or above the standard in Physical Education will increase their activity performance by 3%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The gym teacher will attend no less than four professional developments that provides content and training so as to better achieve a successful fitness and physical education program that meets the needs of the students.</p> <p>Provide an on-going health Health Education program including physical fitness and nutrition that teaches and reinforces good habits for life.</p> <p>Utilize the physical education "Fit for Life" fitness program. Conduct workshops for school staff and parents on various topics having to do with fitness and nutrition.</p> <p>Share test results with children and their parents as a tool for developing their understanding and competence about their Health Education. Structure lessons that develop the principles of frequency, intensity, time and type to be taught in each fitness related concept and that teach Math (measurement) and Science (Physiology/Biology).</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Regional meeting on Physical Education for Life Fitness.</p> <p>Saturday Program- teachers, administrators.</p> <p>Title I, Title III Lep Tax Levy (dollar amount to be determined based on budget constraints).</p>

	Fitting All Together Title IID grant.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Results of the Physical Education for Lifelong Fitness Program- informal observations, unit assessments, mid-year assessments, work folders, state standards for Physical Education, Fitnessgram Standards for Healthy Fitness Zone, Running Partners.</p> <p>Saturday Program- dance club, step dancing club.</p> <p>Cardiovascular Fitness test results.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	132	132	N/A	N/A	25			132
1	142	142	N/A	N/A	50			142
2	141	141	N/A	N/A	50			141
3	162	162	N/A	N/A	50			162
4	151	151	151	151	25			151
5	163	163	163	163	25			163
6								
7								
8								
9								
10								
11								
12								

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	N/A
Mathematics:	N/A
Science:	N/A
Social Studies:	N/A
At-risk Services Provided by the Guidance Counselor:	N/A
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP to this CEP.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

P.S. 159K Isaac Pitkin
LAP Narrative 2009 – 2010

Part II: ELL Identification Process

1. *Describe the steps followed for ELL identification:*

- **Administer Home Language Survey (HLIS):** First time admits to NYS schools are required to take the HLIS to determine program eligibility.
- **Administer LAB-R:** LAB-R administration within the first 10 school days if eligible, according to HLIS responses.
- **Evaluate transfer students:** Transfer students are checked for pre-existing NYSESLAT or LAB results to ascertain appropriate ESL service time.
- **Establish family communication:** Parents are notified of their child's need for ESL services, or their transition to a regular classroom, according to scores on NYSESLAT or LAB-R tests.
- **Parental decision:** ELL parents choose ESL or Bilingual program through the Survey and Program Selection Form.
- **On-going assessment and evaluation:** Every year student take the NYSESLAT test until they score out/become Proficient. Parents are notified of their child's progress by letter.

2. *What structures are in place at your school to ensure that parents understand all three program choices?*

P.S. 159K conducts meetings throughout the year that provide multiple opportunities for parents to sign the *Parent Survey and Program Selection Form*. This form documents the parent's choice of program for their children. At these meetings parents are presented with the alternative option to transfer their child to another school where a Dual Language, 2-Way or Transitional Bilingual Program is offered, if available in their home language. In collaboration with the Parent Coordinator, Parent Orientation sessions are held at the beginning of the year and on-going throughout the year for newly enrolled ELL parents. Home language letters and a DVD, resources in the E.P.I.C. kit, are distributed. For the meetings, notices are sent home in English and in family home language (Spanish and Bengali). During orientation a DVD is played in their home language explaining the purpose and importance of each program choice. Translators are present at these meetings.

2. *Describe how your school ensures that entitlement letters are distributed and Program Choice signed?*

Entitlement Letters: The ESL coordinator ensures that all the students who are/were entitled for ELL services receive a notification letter. The various letters that parents receive are: Entitlement Letter, Continued Entitlement Letter, Non – Entitlement, Placement Letter, Transition Letter, and the *Parent Survey and Program Selection Form*

if the parents have not chosen a program. All these letters are sent home in the student's home language.

Parent Survey and Program Selection Form: Throughout the 2009-2010 school year, parents are invited to meetings and, as back-up, letters for the *Parent Survey and Program Selection Form* are sent via mail to those who do not attend. Absentee parents from any meeting received the *Parent Survey and Program Selection Form* in English and in their home language with a written explanation of each program choice to sign and return. Also, special invitations are sent to parents to attend half hour sessions before the first September *PTA meeting*, and the sequent October and November meetings to watch the DVD and sign the Parent Choice if they have not done so.

3. Describe the procedures to place identified ELLs in Bilingual or ESL program

After a student has been identified as an ELL student, the child is placed in an ESL program until the parent signs the *Parent Survey and Program Selection Form*. Parents are increasingly choosing an ESL program. Parents of ELLs also receive their placement notice in their home language from the translation on the LAP Toolkit.

4. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have been requesting?

In the last three years there has been a declining interest in bilingual or dual language programs. However, there is a growing interest in self-contained ESL programs taught by certified personnel.

5. Are the programs offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings?

In the 2009-2010 school year, parents have been invited to the meetings and letters for the *Parent Survey and Program Selection Form* were sent to those who did not attend. Fifteen percent of the parents did not sign the form in spite of our efforts. About eighty percent of the parents who did respond chose ESL as their program of choice. A few parents chose Dual language or Bilingual program. Those parents who chose a different program than ESL, refused to transfer their child to a school that offered a bilingual or dual program, saying they preferred this school and the teachers.

The signed *Parent Choice* demonstrates an interest in ESL programs and, in response to this growing need, ESL self-contained classes are offered for all grades. Students either are in one group for the ESL teachers to push-in or they are pulled out from their classrooms to specialized rooms. Although a Bengali TBA program is not in high demand, the principal has projected to have a TBA program in the future for incoming kindergartners to make an easier transition into English; however, we have not

found certified personnel to teach, as well as not having sufficient numbers in consecutive grades.

Part III: ELL Demographics

Programming and Scheduling Information

1. How is instruction delivered?

a) Organization and Program Model

P.S. 159 offers a free-standing ESL program with two teaching models: (1) ESL push-in, and, (2) pull-out teaching model (1-5).

b) What are the program models?

There are four self-contained classes: Kindergarten, 1st, 2nd and 3rd grade. In the remaining classrooms the majority are ELL students and/or former ELLs (4th and 5th grades). In K to 5th classes the ESL teachers push-in or pull-out students for leveled services.

2. How does your school assure that the mandated number of instructional minutes is provided according to proficiency levels in each program?

Two ESL teachers service ELLs (push-in or pull-out) and classroom teachers keep attendance records and a schedule that documents the amount of time provided to each student. These schedules are also checked by the administration.

a) How is explicit ESL delivered in each program?

The ESL program has two teaching models across the grades: push-in (40%) and pull-out (60%).

- Beginning level and Intermediate level ELLs receive either pull-out or push-in ESL services for 360 minutes per week.
- Advanced ELLs levels receive either pull-out or push-in ESL services for 180 minutes per week, plus 180 minutes per week of ELA.

3. Describe how the content areas are delivered in each program model.

The content areas are delivered using the designated grade curriculum and standards coupled with ESL standards. The difference is the delivery method, rich in customized content, technology and differentiated instruction. The programs used in math (Everyday Math) and ELA (Balanced Literacy) have specific sections and vocabulary for ELLs. Science and Social Studies utilize differentiated content learning and hands-on experience to reinforce retention and comprehension.

4. How do you differentiate instruction for ELL subgroups?

a) Describe your instructional plan for SIFE students.

This year P.S. 159 has one SIFE classified student who needs special attention to fill in missing gaps in his education. For any SIFE student we start with the basic kindergarten curriculum: ABC, sounds, blends, etc. Math teaches basic math skills - numbers, addition, etc. using manipulatives. For all subjects there is an extensive use of visual aids coupled with hands-on exploration. To reinforce comprehension children receive one-to-one instruction time.

b) Describe your plan for ELLs in US schools less than three years (newcomers).

Scaffolding and lesson spiraling techniques reinforce and foster comprehension for SIFE and newcomer students and, to further develop reading skills, classrooms use manipulatives, visual aids, computers and SMARTBoards and leveled libraries. Most of our newcomers form the body of the self-contained ESL classrooms that are taught by qualified and certified personnel. P.S. 159 now uses Reading Streets, a state-of-the-art citywide new literacy program that provides modified units that address ELL needs.

Our school has adapted the CORE Knowledge program that enables students to integrate subjects and topics across the grade curriculum (Math, Science, Social Studies and the Arts). CORE classrooms provide comprehensive and experience-rich lessons using differentiated instruction methods and models.

c) Describe your plan for ELLs receiving service 4 to 6 years.

This current year 25% of our ELL population has been served from 4 to 6 years. A large amount of these students receive additional services to support their academic performance; which according to the data, consists of low scores on the writing component strand in the NYSESLAT: after-school, Saturday academy and/or additional support staff in those classes. Furthermore, one quarter of this ELL group gleans additional support because of IEPs.

d) Describe your plan for Long-Term ELLs (completed six years).

The only student who is a long-term ELLs receives ESL services in the mandated time according to their proficiency level. Any long-term ELL receives intensive reading and writing support to support weakest areas of ability as well as after-school and extended day activities. During the 2009-2010 year one student is considered a long term ELL (with IEPs for several years) and is being provided designed services per his IEP.

e) Describe your plan for ELLs identified as having special needs.

We work together with Special Education students and their teachers to review Individualized Education Plans (IEP) and to assess and document their specific

special needs. The nineteen students who have special needs receive AIS services and/or speech and/or resource room, as well as ESL services; all services are provided by fully licensed teachers. Goals are determined by individual Imp's. Those students who require ESL services according to an IEP, are serviced by pull-out or push-in (180 min. a week or 360 min. a week). Time is determined by their level of proficiency in the NYSESLAT.

5. Describe your targeted intervention programs for ELLs in ELA, math and other content areas. List the range of intervention services offered in your school for the above areas.

CURRENT ELLs Programs	Staff
AIS (Wilson Program, Foundation Program)	Nurse
After-school	School Psychologist
After-School Clubs	IEP Teacher
Extended Day	Family Assistant
Spanish speaking para-professionals (2)	Guidance Counselor
Bengali-speaking para-professionals (2)	Resource Room
Bilingual – Bengali PTA member	Occupational Therapist
Bilingual – Spanish Social Worker	Speech Therapy and Language
Licensed Bilingual–Spanish teachers (4)	S.A.V.E. Room

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

Students scoring Proficient are placed for one or two more years in a self-contained classroom. Occasionally, former ELLs are placed in regular classrooms on a case-to-case basis. Individual progress is closely monitored because of their previous ELL status. Former ELLs are provided, per recent changed in law, with extended testing time for the ELA, Math and Social Studies state tests. (Science is pending.)

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

The monies received by Title III are targeted for improved technology tools in each classroom. The goal is that all ELL classrooms have SMARTBoards.

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

Despite budget cuts affecting after-school programs for regular students, ELLs students after-school program were not cut and were given additional state monies for two state-of-the art SES programs, Liberty Learning and Brienza. These two programs provide K-5 graders remedial and differentiated instruction for CORE knowledge

learning. Other than the after-school program, there are no plans on discontinuing any services or programs for our ELLs.

9. How are ELLs afforded equal access to all school programs?

All students are afforded access to the school's programs, including ELLs. The administration of P. S. 159 regularly distributes to every child all bulletins from the region and from our school in English, Spanish and Bengali to take home to parents.

10. What instructional materials, including technology, are used to support ELLs?

P.S. 159 has a wealth of resources and materials for ELLs. Administration has aggressively sought monies to install SMARTBoards in all classrooms. ELL classrooms will utilize Title III monies for additional technologies supporting differentiated learning styles such as *Rigby's On Our Way to English*, *Leap Frog Language First* and *Rosetta Stone* in our programs; in addition to our *Reading Streets* reading program. All these programs contain songs, videos, leveled libraries, books on tape, posters, charts, and picture cards. Rosetta Stone incorporates technology as well as the use of websites, such as starfall.com. We also regularly use content-rich reading materials and manipulatives.

11. How is native language support delivered in ESL?

The mandated 25% Native Language support is delivered in several forms:

- Orally by our staff.
- By peer translation when a qualified translator is not available.
- Use of Translated Glossaries for the Content Areas (i.e. math, science, S.S.)
- Bilingual dictionaries.
- Use of state resource translations for parent letters regarding ELLs.

12. Do required services support, and resources correspond to ELLs' ages and grade levels?

Yes, the support and resources correspond. The academic support and resources provided for the ELL students are delivered through age and skill appropriate programs and individual English proficiency levels.

Furthermore, when new ELLs are admitted they are placed in the class that corresponds to the students' age and/or corresponding grade if a report-card is available. SIFE students are placed according to age.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Both new and existing parents are invited to P.S. 159 every June for an orientation that includes meeting teachers and staff. Presentations include an overview of next year's curriculum. Vacation packets are distributed to parents that include handouts to

practice English, literacy and math with their children, maps of the neighborhood, and summer reading list linked with RISS and museum schedules. Several staff members, including the Principal, Family Assistant and Parent Coordinator, give a brief welcome and presentation. We also invite the Brooklyn Public Library to give a brief presentation about Early Literacy. Refreshments and free books for small children are offered.

Professional Development & Support for School Staff

1. Describe the professional development plan for ELL personnel at the school. (Include all teachers.)

Teachers involved ELL will be trained by staff developers during professional development meetings. Training sessions will focus on Title III program goals. Teachers will learn to implement specific program strategies and methodologies to better work with ELLs during the Saturday Program and after-school. SMARTBoards training will be coordinated with manufacturers so teachers can fully implement the SMARTBoard and ACHIEVE 3000 instructional features. Professional development sessions will also be facilitated by the Assistant Principal, the ESL teacher and the Coaches/Teacher Specialist. Titles include:

- Stages of language acquisition.
- Analyzing student work and student progress.
- Writer's Workshop.
- ELA/ESL standards and their alignment to CORE curriculum.
- Culture and language characteristics of ESL students.
- ESL in content area/Math for ELLs.
- ACHIEVE 3000.
- SMARTBoard technology and differentiated learning styles.

All teachers who have ELLs in their general education classrooms attend professional development each semester. In the professional development sessions there are examples of explicit ESL methodology lessons, updates on regional cross-curriculum initiatives, general ELL needs, and NYSESLAT preparation materials are distributed. There is also time for collaboration between ESL/bilingual teachers and the General Education teachers. Specialists in teaching and learning work with staff members and improve instructional practices through the Knowledge Network LSO partnership.

Professional Development costs to Title III funds are included in the budget. Title III program teachers are paid training rate to attend training sessions after school and/or on Saturdays. Each teacher is designated six (6) hours of training time to support their work with ELLs in the Title III program. Curriculum planning sessions are held for all hired program teachers to ensure that instruction during program hours is aligned to student goals and program outcomes.

Parental Involvement

1. Describe the parent involvement in your school, including parents of ELLs.

All the parents, including ELLs parents, are invited to major school events, i.e. Parent–Teacher conferences, PTA meetings, and Family Reading Night. Notices are sent home usually in three languages: English, Spanish and Bengali. In addition, our school has an Open-Door policy and parents are welcome to voice their comments and problems with administration and staff.

2. Does the school partner with other Community Based Organizations to provide workshops for ELL parents?

The following foundations have contributed, either directly or indirectly, to our school:

Financial Contributors to P.S. 159	
Brooklyn Public Library	The Hearst Foundation, Inc.
Brooklyn Botanical Garden	Citi Bank
Target	Met Life
ELLs Parents	

3. How do you evaluate the need of the parents?

- Oral feedback
- Surveys
- Parent meetings
- Suggestion box

4. How do your parental involvement activities address the needs of the parents?

P.S. 159K addresses the needs of the parents by providing family workshops that are aligned with parent requests, the available budget and available grant monies. For example, this year will sponsor a Computer workshop for parents that are paid with Title III funds.

Part IV: Assessment Analysis

Part B Questions: After reviewing the assessment data:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, Fountas & Pinnell, DRA).

Our school uses ECLASS–2 for Kindergarten & 1st and E–PAL for second and third grades for reading assessment and hard data resources. Soft data is obtained from running records and results from the eClass & ePal programs. Student reading level is also determined from the Fountas & Pinnell leveling system.

2. What is revealed by data patterns across proficiency levels and grades?

Upon careful examination of the 2009 NYSESLAT and LAB-R scores we discovered a number of patterns:

- The majority of our Kindergarteners and first year newcomers scored at the Beginner level.
- First graders excelled in Listening/Speaking, 64% scored at Intermediate level.
- Twenty-eight percent of our 2nd graders scored Beginner and 72% Intermediate and Advanced (25 total).
- Third graders have a majority at Intermediate level, a few new-comers are Beginners and nine placed in Advance levels; (29 total).
- 4th grade students scored Intermediate, however most of the 4th grade placed in Advanced categories. (This year there is only one newcomer, a Beginner.)
- 5th grade students excelled in Listening/Speaking and scored Intermediate or Advanced for Reading/Writing.

3. How will patterns across the four modalities affect instructional decisions?

According to research, Listen/Speaking are modalities that tend to reach proficiency faster, and this is the case for our ELLs in P.S. 159. The self-contained ESL classroom teachers and the ESL teachers have implemented a focus in Reading comprehension, vocabulary development and writing. Furthermore, the school has invited all ELLs to attend Extended Day, After-School and/or Saturday Academy. 70% of our ELL population attended/attend Extended Day. 45% of our ELL population attended/attend After-School. About thirteen percent of ELL students have an IEP and receive SETTS, AIS services, Speech therapy or Counseling.

a) Examine students' results. What are the patterns across proficiencies and grades? How are ELLs fairing in test taken in English as compared to the native language?

The only a NL test is the Spanish LAB and few newcomers took this test. From those resulting scores, two students scored Level 1 in Kindergarten and 1st grades, one student scored Level 2 in 2nd grade, and one student Level 3 in 4th grade.

b) Describe how the school leadership and teachers are using the results of the ELL Interim Assessments.

The school leadership and the ESL teachers gather data and implement individual students learning programs including differentiated instruction and ways to support student weak points. In response to data that indicated writing and reading as problem areas, intensive reading blocks, guided reading, and writing blocks were implemented for each student.

In response to our school's ELA results and negative gains in such state tests (from 2008-2009), the school leadership team provided a new reading program, a more extensive use of technology, and push-in teachers during the literacy block. The Inquiry team has developed an education action research project focusing on ELLs from the third grade that will follow students over time to observe trends, learning accomplishments and hurdles, and testing results.

c) What are the implications for the school's LAP and instruction? How is the Native Language used?

The implications regarding our LAP and instruction are to increase our differentiated instruction. We will include an intensive writing component, especially the first and second graders. For our kindergarteners, we will increase instructional activities that foster reading skills. The school leadership and teachers rely on assessment scores and soft data to guide instruction. Based on test results that pinpoint student modality, individual instruction guidelines and recommendations are developed. This allows teachers to be more informed to their students' needs, learning styles and individual instruction plans.

There are no dual language or bilingual programs in P.S. 159. Student native language is supported through the use of CORE-subject glossaries translations, bilingual dictionaries, peer translations (when necessary) and books in native language available in the library with easy access.

4. How are the English Proficient students (EP.S.) assessed in the second (target) language? (For Dual Language Only)

n/a

5. **What is the level of language proficiency in the second (target) language for EP students? (For Dual Language Only)**

n/a

6. **How are the English Proficient Students fairing in State and City Assessments? (For Dual Language Only)**

n/a

7. **Describe how you evaluate the success of your programs for ELLs.**

Rigorous analysis of hard and soft data from our staff specialists and classroom teachers provides real-time success indicators which help us develop and modify programs as needed. Current data indicates that P.S. 159 ELLs program have achieved:

High Performance Math Scores: former ELLs are over-performing the general population in Math.¹

High Proficient Scores: a high amount of students have demonstrated Proficient Scores on the NYSESLAT test.

Above Average Expectation Graduation Rates: the amount of ELLs receiving services from 4 to six years drops by almost 70% by the end of the third year of the ESL program.

¹ ELAs have not been overly successful in math, because, according to leading research, Second Language Academic proficiency is not reached until seven(7) to ten(10) years of exposure.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 19	School 159
Principal MONICA J. DUNCAN	Assistant Principal LINDA DELLUOMO / YVETT GRANT
Coach R. MARTELLO (math)	Coach M. AMADOR (reading)
Teacher/Subject Area O. CARRANZA / ESL	Guidance Counselor J. BEGUM / J. ZATUCHNEY
Teacher/Subject Area M. WISHY ELL SELF CONT. CLASS	Parent TANYA DALTON
Teacher/Subject Area M. DAVIS ELL SELF CONT. CLASS	Parent Coordinator P. WELCH
Related Service Provider V. BOTFELD (related serv)	SAF LENON MURREY
Network Leader MARTHA RODRIGUEZ TORRES	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	2	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	4

C. School Demographics

Total Number of Students in School	907	Total Number of ELLs	143	ELLs as Share of Total Student Population (%)	15.77%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- 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.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained	26	24	23	23	13	15	0	0	0	124
Push-In	1	1	0	9	4	4	0	0	0	19
Total	27	25	23	32	17	19	0	0	0	143

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	143	Newcomers (ELLs receiving service 0-3 years)	105	Special Education	18
SIFE	1	ELLs receiving service 4-6 years	37	Long-Term (completed 6 years)	1

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

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

Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

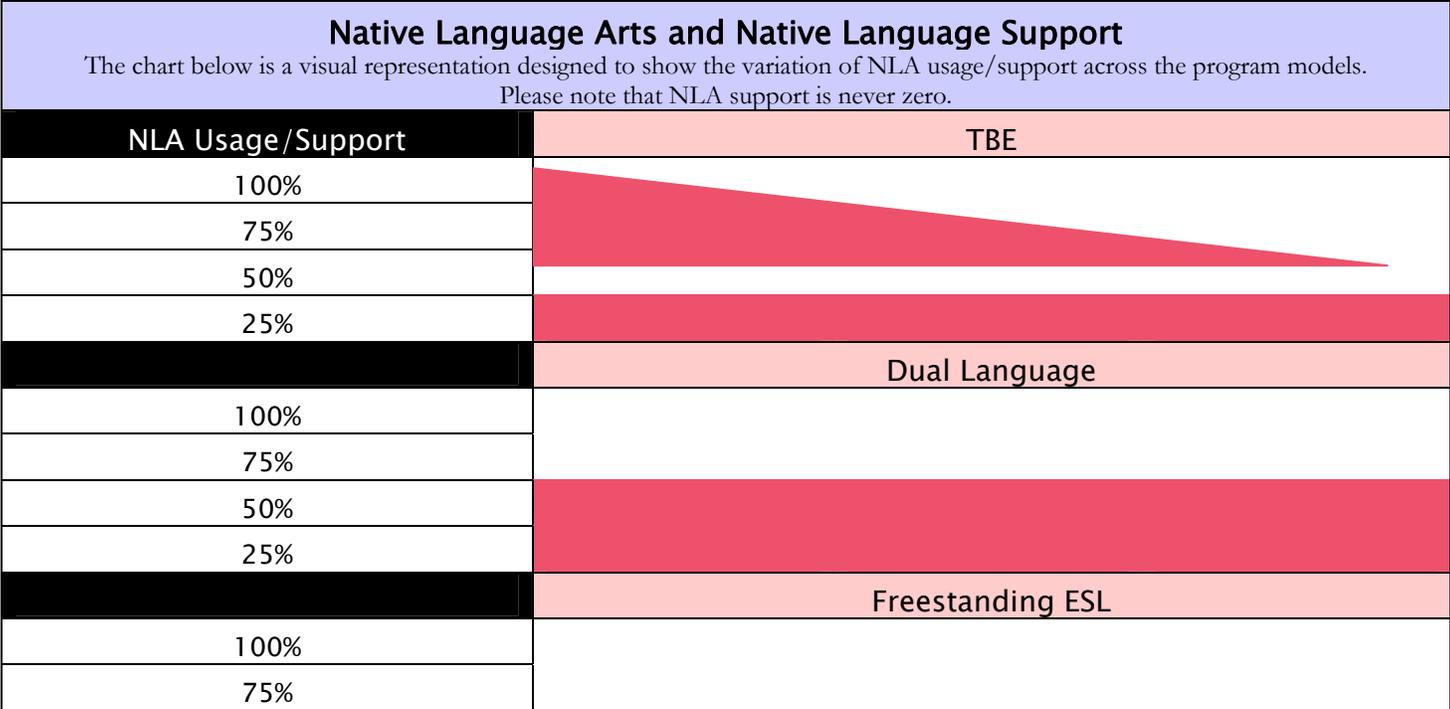
This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____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

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	3	8	5	10	10	7				43
Chinese										0
Russian										0
Bengali	23	17	18	20	6	11				95
Urdu										0
Arabic				1						1
Haitian Creole										0
French					1					1
Korean				1		1				2
Punjabi										0
Polish										0
Albanian										0
Other	1									1

Programming and Scheduling Information										
TOTAL	27	25	23	32	17	19	0	0	0	143

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

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



50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	25	5	11	6	1	6				54
Intermediate(I)	0	13	4	17	5	7				46

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4	0	6	0	6	0	5	0	21
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2	0	3	0	4	0	1	0	10
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
LINDA LELLUOMO	Assistant Principal		
P. WELCH	Parent Coordinator		
A. SANDOVAL DE MOORE	ESL Teacher		
TANYA DALTON	Parent		
O. CARRANZA / ESL	Teacher/Subject Area		
M. WISHY	Teacher/Subject Area		
R. MARTELLO / math	Coach		
M. AMADOR / reading	Coach		
J. BEGUM / J. ZATUCHNEY	Guidance Counselor		
LENON MURREY	School Achievement Facilitator		
MATHA RODRIGUEZ TORRES	Network Leader		
	Other		

	Other		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII - A (1)(a) **PS 159K, CSD 19 Number of Students to be Served: LEP**
143 Non-LEP 764

Number of Teachers 8 **Other Staff (Specify)**

Title III, Part A LEP Program

I. The Language Instruction Program at PS 159K

PS 159 is an elementary school in CSD 19K. The school community serves a large number of students from other counties. Students from PK to grade 6 speak a variety of languages including Bengali, Chinese and Spanish. Although the school provided a full service bilingual Spanish program for many years in the past, changes in demographics forced educators to look towards other models that would best serve a more diverse student population.

ELL students participate in an ESL program that includes three teaching models:

- An ESL push-in model;
- A pull-out teaching model for students in grades 1-5;
- Self-contained ESL classroom instruction in grades Kg, 1st, 2nd and 3rd grade.

In grades 4 and 5 ELL students and former ELLs work together with one teacher and an ESL teacher to ensure continued language support.. In all classes, from Kg to 5th the ESL teachers push-in or pull-out students to service them according to their level. ESL pull-out/push-in teaching models:

- . Beginner/Intermediate ELLs participate in ESL services for 360 minutes per week.
- . Advanced ELLs receive ESL services for 180 minutes per week,

In addition advanced level ELLS participate in 180 minutes per week of ELA instruction.

The Identification and Placement Process for ELLs:

- Home Language Survey (HLIS) – First time admission to NYC schools,
- LAB-R administration in first 10 days of school based on evaluation of HLIS responses.
- If is a transfer student, check the NYSESLAT or LAB results
- Parents of ELLs notified of program options,
- ELL parents complete Program Selection Form
- Yearly NYSESLAT testing to determine student progress
- Ongoing Parents Notification .

Title III Program Description

Language instruction education programs funded under Title III, Part A, of NCLB will help LEP students attain English proficiency while meeting State academic achievement standards. Teachers will use both English and the student's native language. The program is designed to include the participation of English proficient students in a model that supports dual language instruction. This model will allow ELLs and former ELLS to benefit from small groups instruction, buddy work and tutorial sessions with partners of the other language. The use of this model will not only foster

improved instruction but also support cultural understanding and tolerance of all members of the school community. The programs implemented under Title III, Part A, will enhance and further support ELL programs required under CR Part 154. The Title III program will include three components; Saturday Academy, After School Program and the Parent/Adult Education Program.

Saturday Academy

The Saturday program will have three teachers servicing four groups of ELL students. The groups will be organized by grade to facilitate grade specific content instruction. Three teachers will work with students in grade 3, grade 4, and grades 5. Approximately 60 students ELLs and former ELLs will work together on Saturdays. Three certified ESL/bilingual teachers will work on Saturdays as part of the Title III Program. Each teacher will focus on one grade. The students will work with the teacher to receive support in ESL/ELA, math, science and social studies. The ELL students will receive embedded support and instruction in all areas related to test taking preparation skills and sophistication. The program will further support English language development in listening, speaking, reading and writing and facilitate high quality instruction that is content specific for each grade. In addition, students will have an opportunity to develop test-taking strategies that will support their performance at standards level.

The teachers will concentrate the work /instruction in the content curriculum for the grade by reinforcing vocabulary acquisition, reading strategies and writing. Three (3) ESL/Bilingual certified teachers will provide additional support with language acquisition, in speaking, listening, reading, and writing skills, as well as NYSESLAT/ NYS testing preparation. The program will be implemented for 17 sessions, 3 hours each session. The teachers will facilitate technology assisted instruction using a Smart Board purchased with Title III funds. This current classroom technology allows teachers to navigate to sites on the internet to explore topics in Science and Social Studies. Teachers are able to enhance instruction through visuals that further student understanding and support language development.

After School Program for ELLs

English Language Learners in grades 3 - 6 will have the opportunity to attend the Extended Day Program. Title 3 Funding supports per-session activities and instructional supplies. There will be 3 certified ESL/Bilingual teachers working in the after school program. There will be three groups of approximately 15 - 18 students in each group. Each group will be for students in grades 3, 4 and the other group will be for grades 5 and 6. The program will focus on ESL/ELA standards and strategies, math standards and strategies and social studies standards and strategies. The ESL certified teachers will work with ELL groups on ESL/ ELA standards to prepare students for NYSED assessments in the spring including ; the NYSESLAT assessment, the ELA, the Mathematics test and the Science benchmark for grade 4 students . The ESL/bilingual certified teachers will work with students on content area instruction focusing on Math, Science and Social studies in preparation for the NYS assessments and provide native language support for these students through this after school program.

The teachers will work with both groups for 1.5 hours session each day on Tuesdays and Thursdays. The program will begin in January and end in May. There will be one and a half hour session two times a week for 17 weeks. Materials will be purchased that will be used in both extended learning opportunity provided in the program including NYSESLAT and Beyond, All materials for Math and Science will be purchased with other school funds for this program. A technology assisted approach will be used to further support student development and understanding of content specific topics. Content area topics will frame the English as a second language instruction for ELLs while allowing former ELLs to continue and further their understanding of the second language. Teachers will use the

computer and the smart board to teacher lessons including vocabulary development, concepts and frame content understandings. In addition, students will work on the computer using the Achieve 3000 program to support literacy. This program will be of no cost to Title III but will be implemented during the Title III After school program implementation.

II. Parent/Adult Education Program

The third component of the Title III Program is Adult / Parent Education. Both computer education classes and ESL for parents will be offered in the Spring 2010 beginning in March. The program will be offered for ten (10) weeks in the afternoon one (1) day per week for two (2) hours each time. This program is offered to parents in response to a demonstrated great interest in the use of computers and requests.

In addition, a variety of workshops will be conducted to inform parents about school expectations, responsibilities and partnership. Workshops will focus on ideas to help their children to succeed in school.

Some of the workshops that will be offered during the course of this program are:

- ELA/ESL Standards- NYS ELA Assessments
- Math Standards- NYS Math Assessments
- NYSESLAT
- Health Issues
- Promotional Policy
- Science and Social Studies Standards- NYS Assessments
- Identifying Strategies for Family Improvement

III. Project Jump Start – Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

Parents and new parents to the school are invited to PS 159 every June. The parents meet the teachers and they give an overview of the curriculum that their child will be learning about. The parents receive a package containing handouts to practice English, literacy and math with their children, maps of the neighborhood, a summer reading list linked with RISS and museum schedules. Several staff members give a brief welcome and presentation, including the Principal, Family Assistant and Parent Coordinator. We also invite the Brooklyn Public Library to give a brief presentation about Early Literacy. They are offered refreshments and free books for small children.

IV. Professional Development Program –

Teachers involved will be trained by our school staff developers during the professional development planning meetings. Training sessions will focus on Title III program goals. Teachers will learn to implement specific strategies to work with ELLs during the Saturday Program and After School. Teachers will participate in Smart Board training to learn to fully use all the instructional features that this technology offers to teachers and students. Additional training will be provided in the use of Achieve 3000. In addition, they will participate in professional development sessions facilitated by the Assistant Principal, the ESL teacher and the Coaches/Teacher Specialist.

Titles include:

-
- Stages of language acquisition
-

- Analyzing student work and student progress
 - Writer's workshop
 - ELA/ESL standards and their alignment to core curriculum
 - Culture and language characteristics of ESL students
 - ESL in content area / Math for ELLs
 - Achieve 3000
 - Using the Smart Board
-

All teachers who have ELLs in their general education classrooms attend professional development each semester. In the professional development sessions there are examples of explicit ESL methodology lesson, updates on regional cross curriculum initiatives, general ELL needs are addressed, and NYSESLAT preparation materials are distributed. There is also time for collaboration between ESL/bilingual teachers and the General Education teachers.

Specialists in teaching and learning will work with all staff members to improve instructional practices through the Knowledge Network LSO partnership.

Professional Development costs to Title III funds are included in the budget. Title III program teachers will be paid training rate to attend training sessions after school and/or on Saturdays. Each teacher will be allowed 6 hours of training time to support his/her work with ELLs in the Title III program.

A curriculum planning session will be held for all hired program teachers to ensure that instruction during program hours is aligned to student goals and program outcomes.

V. Support services provided to LEP students – Describe other support structures that are in place in your school which are available to ELLs.

• AIS (Wilson Program, Foundation Program)	• two Spanish speaking para-professionals
• Resource	• School psychologist
• After-school	• IEP teacher
• After-School Clubs	• Family Assistant
• Extended Day	• Guidance Counselor
• Speech therapy and Language	• Nurse
• Occupational therapy	• S.A.V.E. room
• Bilingual – Spanish Social Worker	• Bilingual – Bengali PTA member
• five licensed bilingual - Spanish teachers	• two Bengali-speaking para-professionals

Form TIII – A (1)(b) School: PS 159K Isaac Pitkin School

BEDS Code: 33190010159

Allocation Amount: \$19,340.00 as per SAM # 53

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)	\$ 3,816.00	After-School Instructional Program 3 Trs X 1.5 hrs 17 Sessions X 49.89hr X = \$ 3,816.00
	\$ 7,633.17	Saturday Academy: 3 Trs x 3 hours x 17 Sessions x 49.89 = \$ 7,633.17
	\$ 791.69	Teacher Training 6 Trs X \$22.72 Training Rate X 6 Hours = \$ 791.33
	\$ 149.67	Curriculum Planning –After School & Saturday Academy Teachers 3 Trs X 1hr. 1 Sessions X 49.89hr X = \$ 149.67 3 Trs X 1hr. 1 Sessions X 49.89hr X = \$ 149.67
	\$ 149.67	
	\$ 997.80	Parent Computer Workshops 1 Tr X 10 Sessions X 49.89hr X 2hrs/week = \$ 997.80
Sub-total	\$ 13,538.00	
Purchased services		
Supplies and materials	\$5,802.00	2 Smart-Boards @ \$2,280.50 = \$ 4,561.00 1 Laptop for the Smart-Board \$ 859.30 NYSESLAT Practice Books \$ 382.00
Sub-total	\$ 5,802.00	
Educational Software (Object Code 199)		
Travel	\$0.00	
Other	\$0.00	
TOTAL	\$19,340.00	Title III Program Expenditures
	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Newly admitted children complete the Parent/Guardian *Home Language Identification Survey* (HLIS) required so school administration has appropriate information about the home language(s). This data helps the school service specific family needs and insure that all parents are provided with appropriate and timely information in a language they can understand. Administration regularly distributes to all children all region and school bulletins in English, Spanish and Bengali (when available) to take home to parents. The PTA also prepares bulletins which are distributed by the classrooms to every child.

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

The process by which language transition and interpretation of the needs assessment, as well as, individual student/ school data, was reported to school staff and parents and is as follow:

- . Notices sent to staff and parents.
- . Curriculum Conference with an oral interpreter was used.
- . Teacher/parent conference(s) with an oral interpreter provided as needed.
- . PTA meetings have been held with an oral interpreter present.
- . Administrator/Parent meeting with oral interpreter, if needed.
- . Report Cards are given in the home language to ensure parental understanding.

Part B: Strategies and Activities

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

A . P.S. 159/District 19 identifies documents to be distributed or electronically communicated to all school parents which contain critical information regarding their child's education, including, but not limited to:

- Registration, application and selection procedures,
- Standards and performance (e.g. assessments and report card grades).
- Conduct, safety and discipline.
- Special education and related services.
- Transfers and discharge procedures .

B . P.S. 159/District 19 disseminates such critical communication in a timely manner in each of the covered languages* and makes such translations available to the schools.

- . Covered languages are the eight most common primary languages, other than English, spoken by households.

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.

A . P.S. 159/District 19 shall have oral interpretation services to communicate to all parents within the school which contain critical information regarding their child's education, including, but not limited to:

- . a. registration, application and selection.
- . b. standards and performance (e.g. standard text on report cards).
- . c. conduct, safety and discipline.
- . d. special education and related services.
- . e. transfers and discharge.

B . P.S. 159/District 19 shall have oral interpretation service to communicate in a timely manner in each of the covered languages and make oral interpreters available to all parents.

* Covered languages mean the eight most common primary languages other than English spoken by persons living in

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>.

P.S. 159/District 19 will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification for translation and interpretation services:

- P.S. 159 /District 19 continues to provide each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages and instructions on how to obtain such services.
- P.S. 159 /District 19 currently posts in a conspicuous location at or near the primary school entrance a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained (Attachment A).
- P.S. 159's school's safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.
- If by any chance our school had more than 10 % of parents speaking a language which is neither English or a covered language then we will ask the Translation and Interpretation Unit at the Department of Education for translations and interpretation services.
- The Department's website provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$902,036	\$265,940	\$1,167,976
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$9,020		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$2,659	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$45,102		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$13,297	
6. Enter the anticipated 10% set-aside for Professional Development:	\$90,203		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$26,594	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
98.6%

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

During 2008-2009 98.6% of teachers were state certified. One teacher is not certified due to an insufficient amount of professional development credits. This teacher is moving towards his license area by attending posted professional developmental courses available through the United Federation of Teachers (UFT) and the Regions office. We anticipate by the end of the 2009-2010 school year 100% teachers will be certified.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Public School 159
CSD 19
2781 Pitkin Avenue
Brooklyn, NY 11208
Ofc (718) 277-4828 Fax (718) 827-4531

Monica J. Duncan Linda Delluomo, Yvette Grant
Principal, Ph.D. Assistant Principals

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY and SCHOOL-PARENT COMPACT

APRIL 2010

Part A: School Parental Involvement Policy

NCLB requirement for all Title I schools

Statement of Parent Policy

The Isaac Pitkin School, PS 159 K

The Isaac Pitkin School, PS 159 K is committed to developing and implementing a parent policy that foster fosters a partnership between the home, school and community that is required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

The Isaac Pitkin School, PS 159 K agrees to implement the following statutory requirements:

- o The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- o The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- o The school will incorporate this parental involvement policy into its school improvement plan.
- o In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- o The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- o The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - o Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - ♣ that parents play an integral role in assisting their child's learning;
 - ♣ that parents are encouraged to be actively involved in their child's education at school;
 - ♣ that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - ♣ The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. The Isaac Pitkin School, P.S. 159 will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA

2. The Isaac Pitkin School will take actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
 - o The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - o This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The Isaac Pitkin School, P. S. 159 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies through the following activities:
 - o With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
 - o The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - o the State's academic content standards
 - o the State's student academic achievement standards
 - o the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA

meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

o Through the efforts of the Parent Coordinator and the PTA President, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.

- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- Student of the month celebrations will be held in conjunction with PTA meetings.
- There will be Family Reading Nights at PTA meetings.
- School publications (i.e. flyers, parent calendars, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month to all parents, one week before the start of the month.
- English as a Second Language (ESL) and Computer workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) and Special Education (Sp. Ed.) students will receive an orientation session on state standards assessment program, school expectations and general program requirements.

Parent workshops will focus on basic educational concerns, health care, and financial planning.

Professional Development:

Professional development for parents will be provided by parent coordinator. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Professional Development is provided by professionals at PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: Regional monthly ESL/Bilingual professional development will be made available to all parents of Ells. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with disabilities/Professional Development: Regional monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by the Isaac Pitkin School P.S. 159 K on June 2, 2008 and will be in effect for the period of school year 2008-2009. The school will distribute this policy to all parents of participating Title I, Part A children.

IV. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

Please refer to Section IV: Needs Assessment.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Please refer to Section IV: Needs Assessment.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

1. Extended Day

2. Supplemental Education Services (SES) programs

3. Summer School

4. Approved Math program

5. New Reading program - gr. 2 thru 5

o Help provide an enriched and accelerated curriculum.

1. Talents Unlimited program.

2. Renzulli, Liberty Learning and Bernolli learning programs.

3. Expanded Arts program including theatre, arts and music.
4. Book of the Month/Character Education program to development self esteem and civic awareness and focus
5. Sunrise Science and GLOBE programs.

- o Meet the educational needs of historically underserved populations.

1. Parent Outreach ie. nutrition program, crisis management, conflict resolution.
2. Assembly programs integrated with the arts and writing contests that support intercultural understanding.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

1. At risk students currently receive specialized small group instruction through AIS and extended day.
2. Extended literacy and learning support is provided in our Guided Reading partnership for K, 1 and 2 students.
3. Remedial and intervention support is available to all students with a customized differentiated science lab program that encourages content knowledge partnered with hands-on experimentation.

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

1. Redefining grade leadership and networking roles.
2. Expanding social action initiatives through the student council.
3. Supporting physical fitness through NY Road Runners and Think Breakfast programs.
4. Expanding student council membership for a larger student voice.

3. Instruction by highly qualified staff.

All staff are licensed in accordance to city and state regulations. Observations, mentoring and staff development across grades and curriculum areas to support recent research and initiatives.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

1. SMARTBoard training (on and off-site).
2. CORE Knowledge staff development (grade level specific).
3. Grade networking periods and shared planning meetings.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Strategies to Attract Highly Qualify Teachers

- Partnership with Brooklyn College.
- Teaching Fellows - our quality relationship with the Fellows allows us to conduct early in-depth screening for potential highly qualified teachers. Student teaching is conducted on-site which allows us to develop and encourage teaching methodologies and approaches that are part of our academic culture. This assures an easier transition from student to full-time teacher.
- The principal conducts in-depth candidate interviews when seeking to fill a vacancy in our staff.

6. Strategies to increase parental involvement through means such as family literacy services.

1. Family Nutrition and Well-Being workshops.
2. Parent ARIS training.
3. Family Science events.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

1. Parent Orientation for incoming pre-registered kindergarten students.

2. Open House.

3. School tours for daycare institutions.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

1. Assessments Binders - creation of, update, administrative review, next-steps conferencing.

2. UFT Consultation Committee (ie. selection and implementation of new reading program).

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

1. Pupil Personnel Committee review and recommendations.

2. Ongoing monthly assessments in all curriculum areas.

3. Revolving eligibility for extended day program based on needs.

4. Individual reading and writing conferencing resulting in flexible small group instruction.

5. Participation in subject specific remedial and intervention tutoring.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

- Parent Workshop - Coping with Stress Strategies.
- Parent Workshop - Children Coping With Frustrations.
- Parent cooking class sponsored by Cornell University Cooperative Extension NYC - This is a nutrition program that teaches parents how to be wise consumers and how to cook with nutrition in mind. at the end of the course the parents receive a certificate of completion from Cornell University.
- In addition to the wide variety of parent workshops, P. S. 159 supports all ethnic groups and proactive citizenship through the character education program, book of the month, and the integrated arts program.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;
N/A

5. Provide instruction by highly qualified teachers;
N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
N/A

7. Provide strategies to increase parental involvement; and
N/A

8. Coordinate and integrate Federal, State and local services and programs.
N/A

(TO BE REVISED FOLLOWING CONVERSATION WITH SED ABOUT TIMELINE FOR IMPLEMENTATION OF NEW DIFFERENTIATED ACCOUNTABILITY REQUIREMENTS)

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

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB / SED Status:

In Need of Improvement - Year 1-Basic

SURR Phase / Group (If Applicable):

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.

The school was identified for ELA deficiencies of the Special Needs students. Investigations found that IEP requirements for promotion left the Special Needs students below academic proficiency for any required exams.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Elements for focus:

- State grants to provide special reading services to our special education children (our target population) in order to meet our AYP goal or our AMO, Safe Harbor.
- Supplemental Educational Services (SES) using the following provider Educational Link/Liberty Learning Lab which provides our target population (4th and 5th Special education classes) a means to achieve improvement in deficit subject areas for which the school was identified by using the software program ACHIEVE 3000.
- Parent-teacher conferences.
- Extended Day and Saturday Programs.
- Staff development and the extension of the Foundation and Wilson Programs.
- Implementation of the computer software program for improving literacy call Renzulli.
- Professional Development specifically for Students with Disability (SWD) teachers in the area of differentiated learning.

- Exchange of best practices across grade levels.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

Professional Development for:

- SMARTBoards
- Wilson, Reading Streets, Renzulli programs
- Talents Unlimited training
- ARIS training for parents and teachers
- Intervisitation for best practices

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

In addition to UFT requirements for an additional staff member; internal mentoring is being established as a result of next steps determined by teacher/administrator conferencing.

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

Parent notification will be implemented in all necessary languages:

- Parent calendar
- Parent Liaison Ofc
- Leadership notes publications
- Parent Flyers
- Pointed and Open discussions at PTA meetings
- Parent bulletin boards
- Parent Workshops (ie. SES Services)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an "audit of the written, tested, and taught curriculum" to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for "corrective action." The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the "audit of the written, tested, and taught curriculum" outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition,

motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. Vertical alignment is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas horizontal alignment refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

-Gaps in the Written Curriculum. Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

-Curriculum Maps. The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

-Taught Curriculum. The Surveys of Enacted Curriculum (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

-ELA Materials. In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

-English Language Learners.

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

²To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the Surveys of Enacted Curriculum (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

P.S. 159 curriculum specialists examined hard and soft data to determine relevancy of this finding to our school. Administration, inquiry teams and staff analyzed standardized tests, teacher-made tests and assessments, observations and attendance records to determine accuracy and accountability.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable
 Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The AYP in each category has been met because of rigorous implemented best practices that are integrated and cross-pollinated throughout the academic curriculum and school programs, i.e. Skill of the Week, strong science and technology programs, monthly writing focus, on-going staff development and conferences, intervisitation, and weekly common grade preps to disseminate content and skills. The staff has been trained to procure and analyze data (Acuity) and is charged to use such data for lesson planning and to better meet the needs of the individual student. Based on current data we will:

- Continue to support CORE classroom practices and provide opportunities for both extended and differentiated learning.
- Design and conduct relevant professional developments based on overall and individual need and growth.
- Utilize LSO and monthly assessments for each student.
- Implement Liberty Learning Lab and Brienza reading programs.
- Support and expand a strong technology based learning platform.
- Cross-pollinate information between all grade levels for maximum student exposure to new ideas and concepts.
- Continually hone and modify Next Steps throughout the year, as needed.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as process strands and content strands. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (Everyday Mathematics [K–5] and Impact Mathematics [6–8]) are aligned with the New York state content strands except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state process strands for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

P. S. 159 examines hard and soft data such as standardized tests, interim assessments, teacher-made tests and observations.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The mathematics program is driven by the NYC CORE Curriculum, specifically the Comprehensive Approach the Balanced Mathematics. This balanced approach to instruction implementation is globally-aligned with the NYS Mathematics standards. In order to satisfy this mandate, administration has elected to keep the CORE Curriculum math series, New York City Everyday Mathematics. Everyday Math lessons address both content and process strands (with all their corresponding lesson bands) as well as facilitating the need for interaction between teacher and student (the workshop model). Each lesson moves from teacher-directed to student-driven with options for lesson differentiation. The overall program is paced to cover all May-to-May topics. This approach to mathematics instruction moves our school to overall mathematical proficiency - conceptual understanding, procedural fluency and problem solving.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

These issues will be addressed by the following means: professional development; walk-throughs; goal setting; intervisitation; problem of the day; dedicated mathematics area; grades K -2 interactive math wall; monthly assessments and review; LSO supports (K. Stavis meetings); math coach turn keying training from UFT Teacher Center; math centers; CORE knowledge problem solving; monthly portfolio pieces to support math competency; and math vocabulary walls.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of

K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high - observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Administration visits classrooms daily to ensure that students are engaged in an on-going hands-on learning and differentiated instruction classroom environment. To foster "learning empowered" students the school uses the Workshop Model allowing more time-on-task rather than a teacher-dominated seatwork lesson. Snapshots are taken at various intervals during the day to ensure that best practices are in place.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

During visitation the following is evident:

- Accountable talk is consistent.
- Think, Pair, Share.
- Students are engaged and take ownership for their learning.
- Students create individual learning goals.
- Literature Circle.
- Hands-on Science in labs and classrooms.
- Independent Reading.
- Teacher conference to determine next steps.
- Peer Tutoring and Peer Conferencing.
- Differentiated Instruction.
- Use of computers for research, enrichment and remediation.
- Ongoing formal and informal assessments.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Formal and informal observations by administration have shown extensive use of mathematical manipulatives, student group investigations and use of the Workshop Model.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The Everyday Mathematics program has built-in lesson differentiation, peer tutoring, and flexible modes of instruction. Technology is evident in classrooms using classroom-based computers and computer lab math programs, interactive lessons using SMARTBoards, PSPs and Leapfrogs. In addition we conduct parent technology workshops in all subject areas including mathematics.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

³To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

This finding is not relevant to P. S. 159 since this school does not have a high teacher turnover rate. We have demonstrated our ability to hire and retain experienced high qualified teachers.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The findings are not relevant to our school. Compared to the city-wide average, P. S. 159 has a very low turnover rate of pedagogical staff. Over the past three years we have sustained an annual average of three (3) teacher turnovers, or 4% of teaching staff.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

This finding is not relevant to our school's educational program because teachers are provided on-going professional development and other training opportunities to develop and further extend their differentiated instructional skills and methodologies.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

This finding does not apply to our school because teachers were sent invitation letters for training seminars and programs. More importantly, administration provided scheduling support to attend a variety of trainings.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Every year any teacher that has a number of ELLs receives to aid instructional planning disaggregated NYSESLAT data through the ESL coordinator. Teachers also receive scores for other state tests if applicable (3rd to 5th grade).

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

This finding is not relevant to our school. At the beginning of the school year all classroom teachers received a list of their current ELLs with student proficiency levels on the NYSESLAT, as well as a list of their previous year's students and their proficiency levels. In October all teachers received a full report of their ELLs with individual disaggregated data taken from nySTART for the ELA, Math and NYSESLAT.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

n/a

KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

P.S. 159 has determined that finding is not relevant to our school's educational program. Both classroom and special education teachers, clusters and school administrators are proficient in accessing, assessing and implementing state-of-the art instructional approaches and curriculum for improved student performance as determined by NYC standards.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The following evidence that dispels the relevance of the finding:

- One guidance counselor for K - 2.
- One guidance counselor for 3 - 5.
- Special Education Teacher Support Service (SETTSS)
- Family support team:
 - School psychologist
 - Social Worker
 - Family worker
 - IEP teacher

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do not consistently specify accommodations and/or modifications for the classroom environment (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

P.S. 159 has determined that the finding is not relevant to our school's educational program. All classroom and special education teachers are capable of accommodating and modifying IEPs for students with disabilities in both testing and the classroom environments (including instruction). We also have aligned behavioral goals and objectives with modified promotional criteria that are included in the IEPs, i.e., some of our students have one-to-one paras a written requirement in their IEP.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The following is a list of evidence that dispels the relevance of the finding:

- One guidance counselor for K-2.
- One guidance counselor for 3-5.
- Special Education Teacher Support Services (SETSS).
- Character education program.
- Conflict resolution program.
- Self-esteem building workshop "The Ned Show".
- Two Save Room teachers.
- Family support team:
 - School psychologist
 - Social worker
 - Family worker
 - IEP teacher

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: For Title I Schools

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

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2. Please describe the services you are planning to provide to the STH population.

The following services have been planned for Students in Temporary Housing:

- Provide parents with frequent reports on their child's progress.
- Hold parent/teacher conferences at least twice annually.
- Provide parents reasonable access to staff.
- Utilize Parent Coordinator in establishing communications between the school and the parent.
- Keep close track of the child's attendance by the attendance teacher.
- Provide support from the school base support team (Guidance Counselors, School Psychologists, and Dean).

Part B:

For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

Not Applicable

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

Not Applicable

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

Not Applicable