



P.S. 159 ISAAC PITKIN

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

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

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331900010159 **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 DUNCAN **EMAIL ADDRESS:** MDuncan@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Cindy Kitrosser

PRINCIPAL: DR. MONICA DUNCAN

UFT CHAPTER LEADER: Richard Martello

PARENTS' ASSOCIATION PRESIDENT: Bernadine Curry

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 19 **CHILDREN FIRST NETWORK (CFN):** Children First Network (CFN)309

NETWORK LEADER: PAT TUBRIDY/MARTHA RODRIGUEZ-TORRES/Tatyana Ulubabova

SUPERINTENDENT: Dr. Williams

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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	Electronic Signature Approved.
Cindy Kitrosser	UFT Member	Electronic Signature Approved. Comments: N/A yes
Richard Martello	UFT Chapter Chairperson	Electronic Signature Approved. Comments: N/A yes
Victoria Carro	Parent	Electronic Signature Approved. Comments: N/A yes
Bernadine Curry	PA/PTA President or designated Co-President	Electronic Signature Approved. Comments: N/A yes
Gayle Clement	UFT Member	Electronic Signature Approved. Comments: N/A yes
Carlos G Socorro	UFT Member	Electronic Signature Approved. Comments: N/A yes
Michelle Green	Parent	Electronic Signature Approved. Comments: N/A yes
Paulette Lang	Parent	Electronic Signature Approved. Comments: N/A yes
Trecia Grant	UFT Member	Electronic Signature Approved. Comments: N/A
Helen Torres	Parent	Electronic Signature Approved. Comments: N/A yes
Shakira Sanders	Parent	Electronic Signature Approved. Comments: N/A yes

* Core (mandatory) SLT members.

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.

The P.S. 159K Isaac Pitkin school is a Kindergarten through 5th grade elementary school located for over 100 years in Brooklyn's East New York. Our mission is to provide the best competitive education foundation for each student through a collaborative effort between professional staff, students, parents and the diverse community we serve. Teachers and administrative staff encourage our children to be learners today to be leaders tomorrow. To achieve this goal we have integrated high academic and moral standards into the foundation of our learning experiences.

Our East New York community is home to students from a broad range of cultures including Bangladesh, Puerto Rico, Nigeria, Guyana, Jamaica and the Dominican Republic. Many of the children who attend the school are from new immigrant families. This diversity helps create a rich cultural environment that celebrates each student's uniqueness and contributions. As the integral heart of this diverse community, P.S. 159 strives to provide a safe and nurturing school environment so each of our students can meet high academic and social standards necessary to become healthy, productive citizens.

Our school offers comprehensive and rigorous national and state standards-based instruction through various programs which include AIS and ESL services, Saturday Academy programs, 37.5 minutes of after-school remediation/tutoring and various after-school cultural enrichment activities. We provide a foundations-based instruction for our students with special needs and English Language Learners (ELL). All students are given differentiated instruction based on individual student assessments and evaluations using ARIS and other remedial and intervention programs. In addition to our general education for grades K-5, we service six self-contained Special Needs classes and three Collaborative Team Teaching (CTT) classes, along with enrichment classes for grades 1-5. Our goal is to ensure that teachers incorporate research-based instructional best practices in their classrooms and instill a love for learning and discovery in our students.

P.S. 159 uses Balanced Literacy and Reading Street programs to provide a broad range of differentiated subject matter and CORE-based literacy materials. Everyday Math is used in all grades and lays the groundwork for mathematical literacy through whole and group instruction, partner work and individual activities. Classroom and Science Lab hands-on instruction are taught using Harcourt and FOSS guided inquiry programs. Social Studies CORE-based instruction cross-pollinates social studies with other subjects. All students participate in art, music, library and physical education.

The school's extensive technology program includes two technology labs and classrooms equipped with student laptops and desktop computers. Classroom SmartBoards provide teachers with a creative and important tool to develop and customize lessons for differentiated instruction. In addition to the procurement of CORE materials, the school recently purchased two state-of-the-art reading programs, Liberty Learning and Brienze, to support extending learning opportunities. Reading programs, both state-of-the-art reading programs for remedial skills. Students also enjoy conventional

after-school programs and extra curricular activities such as Fitting It All Together, Cooking Club, DIVA's Club for Girls, Stepping Group, Sunrise Science, music chorus, dance groups and sports.

Our academic and operational excellence is achieved from a rigorous platform of basic reading, writing, math and science skills and state-of-the art technology and extended curriculum programs. At P.S. 159 we are committed to the responsibility of educating, nurturing and up-lifting the dreams of every student.

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." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 159 Isaac Pitkin								
District:		19	DBN #:		19K159	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			92.5	92.8	TBD	
Kindergarten		125	117	140						
Grade 1		164	154	146	Student Stability - % of Enrollment:					
Grade 2		164	163	143	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		163	143	166			92.4	88.86	TBD	
Grade 4		156	186	153						
Grade 5		150	149	171	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			77.3	77.3	88.7	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			8	17	TBD	
Grade 12		0	0	0						
Ungraded		3	0	1	Recent Immigrants - Total Number:					
Total		925	912	920	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							25	9	17	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		41	45	43	Principal Suspensions		15	23	TBD	
# in Collaborative Team Teaching (CTT) Classes		17	15	14	Superintendent Suspensions		9	7	TBD	
Number all others		35	42	37						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	128	117	146	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	2	2	19	Number of Teachers	70	74	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	15	16	TBD
				Number of Educational Paraprofessionals	4	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	78.6	79.7	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	62.9	66.2	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	83	85	TBD
American Indian or Alaska Native	0.6	0.9	1.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.2	98.5	TBD
Black or African American	56.1	54.6	47				
Hispanic or Latino	24.6	23.8	23.5				
Asian or Native Hawaiian/Other Pacific Isl.	17.7	19.6	23.7				
White	0.9	0.9	0.8				
Multi-racial							
Male	52.3	52.1	50.3				
Female	47.7	47.9	49.7				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1 Basic <input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					
Comprehensive <input type="checkbox"/> Focused <input type="checkbox"/>							
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	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	-	-	-				
Multiracial	√	√	-				
Students with Disabilities	Ysh	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	8	8	1				

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 (Comprises 15% of the Overall Score)	9.1	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	14.8	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	42.4	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	√

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
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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/Teacher 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 your 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 (NYStart database)

Our analysis of the 2008-2009 Progress Report, P.S. 159 Status Report (2009-present), Quality Review, Learning Environment Survey, Staff and Parent Surveys and Inquiry Team recommendations continue to give us meaningful insights regarding student progress, performance trends, challenges and solutions.

Progress Report results indicate the need for improvement in many areas. We received a C (score of 26.3) in comparison to last year's A (score of 73.1). Student Performance declined from a B(14.8 out of 25) to a C(17 out of 25) and Student Progress declined from an A(42.4 out of 60) to a C(17.7 out of 60).

Parent Survey response rate increased by 37% and Teacher Surveys response rate decreased 2%. Upon careful analysis of the Learning Environment Survey, there were increases in all areas - Academic Expectation(8.0-8.0), Communication(7.4-7.6), Engagement(7.2-7.6), and Safety and Respect(8.0-8.1).

Analysis of the Learning Environment Survey indicates a need for greater communication and engagement among staff (both classroom and cluster teachers.) This factor has an an impact on our Progress Report Results and was addressed last year through our committees and faculty meetings. This year we plan on developing a system of surveys to address specific areas of the Learning Environment Survey and allow staff to express issues and concerns.

The status of the P.S. 159 Progress Report (2009-2010), specifically looking at each area of the Learning Environment Survey (Parent Response) indicates a trend of satisfaction among parents. The four indicators, Academic Expectations, Communication, Engagement and Safety and Respect show small gains in all areas. Through our monthly Parent Teacher Association meetings, School Leadership, we will continue to communicate to and address the need for parental involvement in the areas of communication, extra curricular activities and bullying. Initiatives such as Career Day, Open House and Special Assemblies have resulted in increased parent participation. We will continue these programs long with our Family Reading Night and Family Science.

In the area of Student Performance, we received a D(1.7 out of 25) in 2010-2011 (a sharp decline from our A(73 out of 100). There was a 26% decrease in levels 3 and 4 - ELA (61% - 35%) and a 40% decline in Levels 3 and 4 - Math (83% - 43%). In comparison to peer group and city-wide scores we are at the 13% level for passing. In alignment with our school philosophy, we have conducted a rigorous grant writing campaign to procure technology and curriculum to address ELA and Math low test scores. In the area of Student Progress, we received a C (17.7 out of 60) in comparison to last year's score of A (42.4 out of 60) - a 24.7% decline. Results indicate a 8.5% decline of students making a year progress or more - ELA (67.5%-59.0%) and a 8.8% decline of students making a year progress or more - MATH (64.8%-56.0%).

Our Quality Review (2008-2009) results indicate a proficient score. We have effectively responded to previous recommendations and have many systems in place to support analysis, review and response. There is a need for further development in differentiated instruction (paying close attention to higher achieving students), to set goals that parents and students can clearly communicate, to expand monitoring and tracking efforts to all subject areas and to provide more opportunities for student self-monitoring and evaluation. In addition to maintaining a data binder, teachers will continue using Acuity to monitor individual student progress. This year teachers will set long and short term goals for students based on the results of the Independent Reading Level Assessment (IRLA), the revised focus sheets for small group instruction, student goal folders and the Units of Study (based on curriculum planning and the NYC scope and sequences.) The Reading work period continues to provide teachers the opportunity for individual assessment and one-on-one instruction with students to address individual needs. Based on the results of the conferencing sessions, strategy groups are implemented and data analysis is part of all grade meetings.

There are other barriers affecting the overall quality of student performance. As of 2009-2010 we have been identified as a School in Need of Improvement(SINI) Year 2 in the area of English Language Arts, Special Education. Results indicate a high percentage of students remaining in Levels 1 and 2. The Inquiry Team worked successfully last year in identifying areas where focused interventions were created and utilized. We will continue to mirror last year's Inquiry Team Best Practices and Structure. The Data Inquiry Team, which focused on Math, will now focus on ELA, Special Ed. As a school, we will be making a concerted effort to provide targeted instruction for all identified students-in-need. Based on the data and through state funding, our ELL/Special Education staff will receive additional professional development opportunities in the areas of Achieve 3000, Brienza and Liberty Learning, Foundations, Rouke Intervention (on-line), NYSESLAT, ARIS, Differentiation, Scaffolding Language and Scaffolding Learning, and SMART Goals and Professional Resources. Efforts will be made to group students for intensive support using Liberty Learning, a research based program to strengthen students' reading abilities. Budget cuts and constraints have impeded procurement of additional programs and technology (hardware/software/training) and science supplies and equipment, increased classroom size and creates insufficient funding for support personnel, training and materials to address the needs of our growing ELL population.

As a professional learning community, we will continue to analyze the various forms of data to implement programs that provide the necessary support for all of our students.

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 2010-11 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 (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> GOAL 1: MATH By June 2011, 54% of 3rd, 4th and 5th grade students will be on or at grade level and increase knowledge and skills by one year's progress on the proficiency scales on the NYS Mathematics Assessment.	<input type="checkbox"/> Math results indicate a 39.6% decrease in overall student performance (43.6% from 83.2%) and a 0.97% decrease in median student proficiency (3.47 to 2.80). Percentage scoring at level(s) 3-4 in 2009-2010 was 76%, down 2% from 78% percentage scoring at level(s) 3-4 in 2008-2009. Every two weeks and once a month performance and comprehension assessments will be conducted to gauge student progress.
<input type="checkbox"/> GOAL 2: SCIENCE By June 2011, there will be an increase from 71% to 82% percentage of students scoring at level(s) 3 and 4 demonstrate achievement in science inquiry and processing skills as measured by the New York State Science Test (ESPET) and monthly content and manipulative assessments based on the NYC Science Scope and Sequence.	<input type="checkbox"/> Science results show a 14% gain in overall All Student scores. The percentage of 2-4 levels has gone down (92% to 90%) and Level(s) 3 and 4 have gone up (56% to 71%) and level 4 has increased from 14% to 35%. <input type="checkbox"/> Hands-on performance assessments and content testing/assessment will be conducted both bi-monthly and monthly to monitor student performance and progress.
<input type="checkbox"/> Goal 3: Literacy By June 2011, there will be an increase from 35.0% to 46.0% of students performing at Level 3 or above on the NYC Mathematics Exam.	<input type="checkbox"/> Literacy results indicate a 35.0% decrease in performance and 43.6% percentage of students at Proficiency Level(s) 3 and 4. There was a small change in Median Student Proficiency between 2008-2009 (3.47) and 2009-2010 (2.80). Every month testing and assessments will be conducted to monitor and gauge student understanding, comprehension and acquisition of skills. <input type="checkbox"/> <input type="checkbox"/>

<p><input type="checkbox"/> Goal 4: STUDENTS WITH DISABILITIES/ELLs By June 2011, the percentage of Students with Disabilities demonstrating a minimum of 1.5 years progress on the NYS English Language Arts Exam will decrease 9% from 18% to 9% at Level 1. Throughout the school year, in weekly and monthly assessments, student comprehension and skills acquisition will be monitored and analyzed.</p>	<p><input type="checkbox"/> ELA results indicate a relatively static percentage of students with disabilities and ELL students remain in Level 1 and 2.</p>
<p><input type="checkbox"/> Goal 5: Parental Involvement. By June 2011, the number of parents attending meetings, workshops and school events will increase by 3% as measured by Parent Activity Log.</p>	<p><input type="checkbox"/> Parent participation at monthly meetings, workshops and school events is low as evidenced by attendance sheets. Success will be demonstrated by increased monthly attendance and parent participation of school programs.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, 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.

Subject Area

Mathematics

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>GOAL 1: MATH</p> <p>By June 2011, 54% of 3rd, 4th and 5th grade students will be on or at grade level and increase knowledge and skills by one year’s progress on the proficiency scales on the NYS Mathematics Assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Continue standards-based balanced Everyday Math Program which includes the pacing guide and modified edition to provide greater opportunities for differentiation.</p> <p>Monitor data from periodic Assessments, school created tests and unit check-lists for secure skills to drive instruction.</p> <p>Use the Monitoring and Tracking System on Teacherease in all CORE areas, and the small-group focus sheet to set long and short term goals.</p> <p>State suggested math vocabulary used for interactive math word walls.</p> <p>Give greater emphasis to extended response questions.</p> <p>Continue use of math libraries and listening centers to improve comprehension/writing for Math skills.</p>

Implement SMARTBoard math extensions with Everyday Math lessons.

Continue use of student-friendly rubrics to enhance clear expectations and academic rigor.

Increase use of Math software in classrooms and computer labs.

Continue provision of intensive Academic Intervention Services(AIS) to Level 3 and PIP students. These provisions include the 50 minute period, ELT (Extended Learning Time) and after-school and Saturday Academy instruction.

Continue push-in and pull-out services for IEP and ELL students provided by the appropriate staff.

Increase the opportunities of IEP students to be mainstreamed for Math.

Continue to implement MATH Steps (K-2), Everyday math games and activities, and Math Task/Word Problems.

Continue to implement Problem Solving Strategies (2-5).

Professional Development provided by Math Coach/Staff Developer will focus on teacher and student needs and may include the following:

- The components of a 100 minute block.
- Constructed Response in Math.
- Teacherease on-line Grading/Tracking system.
- Enriching High Level students.
- Understanding and integration of the NYS standards into the Everyday Math Program.
- Analyzing data to drive differentiated instruction related to the Rubric of Essential Characteristics.
- Creating standards-based student friendly rubrics.
- Small group differentiated instruction.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • Everyday math Program - Teachers and Math Coach • Saturday Program - Teachers and Administrators • Title I, Title III LEP, Tax Levy (amount to be determined based on budget constraints).
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • 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. • 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.

Subject Area
(where relevant) :

Science

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <p>GOAL 2: SCIENCE</p> <p>By June 2011, there will be an increase from 71% to 82% percentage of students scoring at level(s) 3 and 4 demonstrate achievement in science inquiry and processing skills as measured by the New York State Science Test (ESPET) and monthly content and manipulative assessments based on the NYC Science Scope and Sequence.</p>
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<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><input type="checkbox"/> Science activities implemented to accomplish the goal:</p> <ul style="list-style-type: none"> • Adherence to the New York City Science Standards, the New York State Core Curriculum and the NYC Science Scope and Sequence. • Utilize the district prototype workshop model customized for elementary school science classrooms. • Provide inquiry-based and project-based instructions, investigations and hands-on activities. • Allow for research conducted in the science lab, computer lab and the library through text-based and web-based activities. • 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 oral reports and projects. • Design lessons for small group and differentiated instruction. • Utilize effective questioning techniques (Bloom's Taxonomy) to facilitate productive accountable discussions and investigations. • 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>Responsible Staff:</p> <ul style="list-style-type: none"> • Principal, (2) Assistant Principals • Teachers, (2) science clusters <p>Implementation Timeline:</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Additional time provided during Sunrise Science (7:45-8:30).
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • Teachers, science clusters • Extended Day Program (AIS) teachers, administrator
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • Item analysis of ESPET (NYSETS) manipulative sub-test results, writing samples, science fair projects, informal and formal observations.

Subject Area
(where relevant) :

Literacy

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <p>Goal 3: Literacy</p> <p>By June 2011, there will be an increase from 35.0% to 46.0% of students performing at Level 3 or above on the NYC Mathematics Exam.</p>
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Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.



Through the Literacy Workshop, the following actions and strategies service all K-5 students (including Students with Disabilities and the English Language Learners) and began the week of September 8th, 2010. Except where noted classroom teachers implement these actions 5 days a week (150 minutes daily):

- Continue standards based, Reading Street Literacy Program, which includes curriculum maps and units of study in reading and phonics and writing scaffolded across the grades.
- Use data from teacher observations, Status of the Class and the IRLA to provide instructional emphasis on student strengths and needs and to form Strategy Groups and differentiated instruction.
- Continue to use the reading and writing focus sheets to differentiate and monitor progress.
- Reading/writing standards are posted on genre boards. Genre Inquiry charts allow students to identify author's craft in reading and writing.
- SMART writing goals focusing on organization will be created for targeted students.
- Use Rubrics to Improve Student Writing to enhance clear expectations, provide academic rigor and allow for student self-evaluation.
- Continue provision of intensive Academic Intervention Services (AIS) to Level 3 and PIP students. These provisions include the Intervention Block (AIS and classroom teachers), ELT (Extended Learning Time), afterschool programs, SES (Supplemental Education Services) and Saturday Academy.
- Achieve 3000 afterschool computer-based literacy program (L's 3rd to 5th grade.)
- Liberty Learning SES afterschool computer-based literacy program (3rd-5th grade.)
- Brienza SES afterschool computer-based literacy program (K, 1st and 2nd grades.)
- Reader's Theatre (ESL, 3rd, 4th and 5th grades.)
- Continue push-in and push-out services for IEP and ELL students provided by the appropriate staff.
- Professional Development provided by Literacy Coaches and Supervisory Staff will focus on teacher and student needs and may include the following:
 - Components of Reading Street.
 - Understanding and implementation of the NYS standards as aligned to the curriculum map and unit plans.

	<p>- Analyzing data to drive differentiated instruction related to the Rubric of Essential Characteristics of Differentiated Instruction (Santa Cruz) model and NYS Item Analysis,</p>
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Goal 4: STUDENTS WITH DISABILITIES/ELLs By June 2011, the percentage of Students with Disabilities demonstrating a minimum of 1.5 years progress on the NYS English Language Arts Exam will decrease 9% from 18% to 9% at Level 1. Throughout the school year, in weekly and monthly assessments, student comprehension and skills acquisition will be monitored and analyzed through conferences and teacher feedback.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> - Setting long and short term goals for students and parents. Students with Disabilities will receive additional support beyond the actions and strategies specified in the Literacy goals for the school.</p> <p>- Continued integration of literacy with other CORE subjects including science and social studies. Self-contained special education classes are reconfigured, based on student data: four (12:1:1) and two (12:1).</p> <p>- Challenging Levels 3 and 4 students through project-based learning.</p> <p>Student levels and scale scores are used for grouping, assessing needs and providing additional support..</p> <p>Students demonstrating deficiencies in decoding and encoding will be provided instruction utilizing Wilson Reading System, a minimum of 45 minutes per day, 5 days a week by a trained instructor.</p> <p><input type="checkbox"/> Special Education students given priority for extended day (ALS and SES) and summer school programs. Funding Source: Title I, LEAP, Tax Levy, Title I, CIG, Title I, SWP, Title I and supplemental Learning Technology Grant 63, TL Children first Network Support</p> <p>Refer to action plans in literacy for strategies and programs available to all students (including students with disabilities.)</p> <p>Professional Developments will include:</p> <p><input type="checkbox"/> Students on grade level or above will make a minimum of one year's progress on Fountas and Pinnell Reading levels, to be measured in 6-8 week cycles, beginning October, 2010 to June, 2011. Growth will be imputed on</p> <ul style="list-style-type: none"> • Developing and Understanding the Individual Education Plan (IEP). • Aligning goals of IEP to class instruction. • Use of the Santa Cruz rubric focused on scaffolding, paraprofessional utilization, monitoring and tracking forms. • Ongoing training sessions on Imagine Learning, Foundations, Wilson Reading Program, ARIS and SMART goals. <p>ts with Disabilities/ELA</p>

(where relevant) :

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> <u>Funding sources:</u> IDEA ARRA Related Service IEP Para funds support staff, Title 1 SIG 2 provides technology grant monies, C4e will fund identified teaching positions, SINI funds professional development activities, classroom libraries and technology.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Along with Fountas and Pinnell Independent Reading Levels to be measured in 6-8 week cycles, students achieving 16-17 reading steps per week, DWA Quarterly assessments, other forms of measurement will be as follows: <ul style="list-style-type: none"> • Wilson Assessment of Decoding and Encoding (WADE) and Imagine Learning will be administered as prescribed. • Reading conferences will be held weekly tracking progress in conference binder.

Subject Area
(where relevant) :

Parent Involvement

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> Goal 5: Parental Involvement. By June 2011, the number of parents attending meetings, workshops and school events will increase by 3% as measured by Parent Activity Log.
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<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><input type="checkbox"/></p> <p>Through our PTA Association and School Leadership Team parent participation will be expanded as follows:</p> <ul style="list-style-type: none"> • Open House in September. • Continued display boards, charts, notices, Parent Calendars with information of school related meetings, events, testing schedules, etc. • Book of the Month initiative/Home School Connection. • Monthly parent workshops (Tuesday evenings) to encourage parental involvement in school activities and home support. • Parent Read Aloud Days/Poem in Your Pocket/Career Day/Science at Home. • Parent Workshops on the New York State Exams - Social Studies, Science, English Language Arts and Mathematics.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p><u>Funding Sources:</u> Tax levy, Title 1 SWP</p> <p>Tax levy will fund Book of the Month and meeting activities.</p> <p>Title 1 SWP will fund parent activities and events.</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><input type="checkbox"/></p> <ul style="list-style-type: none"> • Improved attendance at school events and monthly PTA meetings. • Increased number of parent volunteers. • Increased participation in Parent Read-Aloud/Poem in Your Pocket/Career Days. • Increased participation Parent Workshops on the New York State Exams - Social studies, Science, English Language Arts and Mathematics. • Attendance at events will be monitored through attendance sheets.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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, CORRECTIVE ACTION, OR RESTRUCTURING

APPENDIX 7: 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. 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:	<input type="checkbox"/> RIA (Reading Assessment Indicator), Grades 3,4,5, Early October ELCAS(Early Childhood Literacy), Grades K,1,2,3,4,5, Fall/Spring DRA's (Developmental Reading Assessment), Grades K,1,2,3,4,5 Sept, Nov, March, May, June Kaplan ELA, Grades 3,4,5 End of unit, individual and small group Reading Streets Assessments, Grades 3,4,5 End of unit, individual Running Records, Grades K1,2,3,4,5 Daily, Individual Small group instruction for preventative tutoring during the school day. Paraprofessional support in Grades K-2 and Special Education classes; Push- In/Pull –Out support Grades K-5, small group and individual.
Mathematics:	<input type="checkbox"/> Intervention and remedial pull-out tutoring targeting Levels 1 and 2 populations. Morning Math groups provides small group review sessions for Levels 3 and 4 populations.
Science:	<input type="checkbox"/> <input type="checkbox"/> Sunrise Science provides intervention and remedial small group and individual tutoring sessions for all levels. Tuesday Hands-On Science program extends experimentation and investigation from the science lab to classrooms and reinforces hands-on with content.

Social Studies:	N/A
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Individual and family sessions are provided on an as-needed basis and consist of weekly and monthly meetings with students and their caretakers.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Conducts testing services in conjunction with the School Psychologist.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Provides individual and family intervention services on as as-needed basis.
At-risk Health-related Services:	<input type="checkbox"/>

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)** may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under **NYCLES** by the manner provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s) language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

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Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. **Note: Only revisions.** Title III plans will be reviewed this year for DOE and SED approval. Students from other reviewed this year for 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. There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections II and III below.
- Advanced ELLs receive ESL services for 180 minutes per week of ELA instruction.

Section I. Student and School Information.

- Home Language Survey (HLIS) – First time admission to NYC schools,
- **Grade Level(s)** L, B-R administration in first 10 days of school based on evaluation of HLIS responses.
- **K,1,2,3,4,5** If is a transfer student, check the NYSESLAT or LAB results
- **Number of Students to be Served:** ELL parents complete Program Selection Form
- **LEP 143** early NYSESLAT testing to determine student progress
- **Non-LEP 704** g Parents Notification .

Number of Teachers 8

Title III Program Description (Plan-Professionals)

Saturday Academics Instructional Program/Professional Development Overview

The students will work with the teacher to receive support in ESL/ELA, math, science and social studies. The ELL students will receive **Section II, Title III, Part A LEP Program Narrative** related to test taking preparation skills and sophistication. The program will further support **Language Instruction Program**

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.

After School Program for ELLs

Title 3 Funding supports per-session activities and instructional supplies. There are 3 certified ESL/Bilingual teachers working in the after school program with three groups of approximately 15 - 18 students in each group. Each group is for students in grades 3, 4 and the other group is for grades 5 and 6. The program focuses on ESL/ELA standards and strategies, math standards and strategies and social studies standards and strategies. The ESL certified teachers 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 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 program begins in January and ends in May. There are one and a half hour A technology assisted approach is used to further support student development and understanding of content specific topics. Content area topics 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 use the computer and SMARTBoard to teacher lessons including vocabulary development, concepts and frame content understandings. In addition, students participate in the computer-based Achieve 3000 literacy program. This program is of no cost to Title III and is implemented in tandem with the Title III After-School program implementation.

parents are offered in the Spring 2010 beginning in March. This ten (10) weeks afterschool program is conducted one (1) day per week for two (2)hours each time. The program is offered to parents in response to a demonstrated great interest in the use of computers and requests.

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
- Identifying Strategies for Family Improvement

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.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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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

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Section III. Title III Budget

School: PS 159K Isaac Pitkin
BEDS Code: 331900010159

Allocation Amount:																	
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) - Per session - Per diem	\$ 13,538.00	□															
		<table border="1"> <thead> <tr> <th>Budget Category</th> <th>Budgeted Amount</th> <th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th> </tr> </thead> <tbody> <tr> <td></td> <td>\$ 3,816.00</td> <td>After-School Instructional Program 3 Trs X 1.5 hrs 17 Sessions X 49.89hr X = \$ 3,816.00</td> </tr> <tr> <td></td> <td>\$ 7,633.17</td> <td>Saturday Academy : 3 Trs x 3 hours x 17 Sessions x 49.89 = \$ 7,633.17</td> </tr> <tr> <td></td> <td></td> <td>Teacher Training 6 Trs X \$22.72 Training Rate X 6 Hours = \$ 791.33</td> </tr> <tr> <td>Sub-total \$</td> <td>13,538.00</td> <td>Curriculum Planning –After School and Saturday Academy Teachers 3 Trs X 1hr. 1 Sessions X 49.89hr X =</td> </tr> </tbody> </table>	Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.		\$ 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			Teacher Training 6 Trs X \$22.72 Training Rate X 6 Hours = \$ 791.33	Sub-total \$	13,538.00	Curriculum Planning –After School and Saturday Academy Teachers 3 Trs X 1hr. 1 Sessions X 49.89hr X =
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\$ 149.67														
\$ 997.80														
Purchased services - High quality staff and curriculum development contracts	\$00.00	<input type="checkbox"/> \$0.00												
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 5,802.00	<input type="checkbox"/> <table border="1"> <tr> <td>Supplies and materials</td> <td>\$5,802.00</td> <td>2 Smart-Boards @ \$2,280.50 = \$ 4,561.00</td> </tr> <tr> <td>Sub-total \$</td> <td>5,802.00</td> <td>Laptop for the Smart-Board \$ 859.30</td> </tr> <tr> <td></td> <td></td> <td>NYSESLAT Practice Books \$ 382.00</td> </tr> </table> <input type="checkbox"/>	Supplies and materials	\$5,802.00	2 Smart-Boards @ \$2,280.50 = \$ 4,561.00	Sub-total \$	5,802.00	Laptop for the Smart-Board \$ 859.30			NYSESLAT Practice Books \$ 382.00			
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Sub-total \$	5,802.00	Laptop for the Smart-Board \$ 859.30												
		NYSESLAT Practice Books \$ 382.00												

Educational Software (Object Code 199)	\$0.00	<input type="checkbox"/> \$0.00
Travel	\$0.00	<input type="checkbox"/> \$0.00
Other	\$0.00	<input type="checkbox"/> \$0.00
TOTAL	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 providing school administration appropriate information about the home language(s). This data helps the school service specific family needs and insures that all parents are provided with appropriate and timely information in a language they can understand. Administration regularly distributes to all children 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 translation 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 (printed in home languages) are given 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 2010-11:	\$793,222	\$272,774	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,932.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$39,661.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$79,322	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
98.6%

6. If the percentage of high quality teachers during 2009-2010 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

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.

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

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 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.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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 methodolgies 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.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

- Exchange of best practices across grade levels.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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: 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)

12

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:

- In order to identify the Students in Temporary Housing (STH)all students entering our school are required to complete a residency questionnaire (Home Survey).
- 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:

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 your Children First Network.
Not Applicable

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_19K159_102910-124059.doc

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Children First	District 19	School Number 159	School Name ISAAC PITKIN
Principal MONICA DUNCAN		Assistant Principal LINA DELLUOMO / YVETT GRANT	
Coach R. MARTELLO (math)		Coach M. AMADOR (searding)	
Teacher/Subject Area O. CARRANZA ELL TEACHER		Guidance Counselor J. ZATUCHNEY	
Teacher/Subject Area M. WISHY, ELL TEACHER		Parent TANYA DALTON	
Teacher/Subject Area A. SANDOVAL, ESL TEACHER		Parent Coordinator P. WELCH	
Related Service Provider V. BOTFELD (SETSS)		Other C. KITROSSER (IEP coordinator)	
Network Leader MARTHA RODRIGUEZ TORRES		Other C. SOCORRO (computer)	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	2

C. School Demographics

Total Number of Students in School	892	Total Number of ELLs	139	ELLs as Share of Total Student Population (%)	15.58%
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Part II: ELL Identification Process

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

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

1. Describe the steps followed for ELL identification.

- Home Language Survey (HLIS) – First time admittance to NYS schools a student is eligible or not according to their answers on the HLIS.
- LAB-R administration the first 10 days of school if they're eligible according to HLIS responses.
- If a transfer student comes from another NYS school, we check the NYSESLAT or LAB results for appropriate ESL service time
- 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.
- ELL parents choose ESL or Bilingual program through the Survey and Program Selection Form.
- 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?

At P.S 159K meetings have been conducted throughout the year in order to have the parents sign the Parent Survey and Program Selection Form. This form indicates the parent's choice of the program that they prefer for their child. This meeting also lets the parents know that they have the option to transfer their child to another school where a Dual Language, 2-Way or Transitional Bilingual Program is offered, if the program would be available in their home language. In collaboration with the Parent Coordinator we offered the parent orientation at the beginning of the year and many times after for newly enrolled ELL parents. We utilize the resources in the E.P.I.C. kit. The kit provides letters in each home language as well as a DVD in each home language.

For the meetings, notices were sent home in English and in their home language (Spanish and Bengali). During the Orientation a DVD was played in their home language explaining the purpose and importance of each program choice. There is also a translator present for these meetings.

3. 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. In the 2009-2010 school year, parents have been invited to meetings and letters for the Parent Survey and Program Selection Form were sent to those who did not attend. Absent parents from any of the orientation meetings, received letters for them to sign and return the Parent Survey and Program Selection Form in English and in their Home Language, plus an explanation in writing of each program choice in their home language. Finally, we send a special invitation for parents to attend half an hour before the PTA meeting in September, October and November for them to watch the DVD and sign the Parent Choice if they have not done so.

4. 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. Our students' parents have increasingly chosen an ESL program. Parents of ELLs also receive their placement notice in their home language from the translation on the LAP Toolkit.

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

In the last few years there has been a declining interest in bilingual or dual language programs. There is a growing interest in self-

contained ESL programs taught by certified personnel. 75% would prefer their child in an ESL program, and the other 15%, either chose bilingual and refused transfer, or did not returned the form.

6. 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 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 were happy with this school and the teachers.

The signed Parent Choice demonstrates an interest in ESL programs. ESL Self Contained classes are offered for all grades. The students are placed in one group for the ESL teachers to push-in, or pull out students from these classrooms. Although Bengali TBA program is not in high demand, the principal has projected to have a TBA program in the future for the new comers in Kindergarten 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

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	1	1	1	1	1	1								6
Push-In		3	1	1	1	0								6
Total	1	4	2	2	2	1	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	139	Newcomers (ELLs receiving service 0-3 years)	113	Special Education	15
SIFE	0	ELLs receiving service 4-6 years	23	Long-Term (completed 6 years)	0

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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	116	0	7	23	0	8	0	0	0	139
Total	116	0	7	23	0	8	0	0	0	139

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12																			
Number of ELLs by Grade in Each Language Group																			

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	4	10	5	6	7								35
Chinese		1												1
Russian														0
Bengali	18	23	14	20	19	4								98
Urdu														0
Arabic	1				1									2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1			1									3
TOTAL	23	29	24	25	27	11	0	139						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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.

1. How is instruction delivered?
 - a) Organization and Program Model
PS 159 in CSD 19 offers a Free-standing ESL program. In our ESL program, we have two teaching models: (1) ESL push-in, (2) pull-out teaching model (1-5).
 - b) What are the program models?
We have four Self-Contained classes: Kindergarten, 1st, 2nd and 3rd grade. In the other two classrooms, the majority are ELL students and/or former ELLs: 4th and 5th, grade. In all classes, from Kg to 5th the ESL teachers push-in or pull-out students to service them according to their level.
2. How does your school assure that the mandated number of instructional minutes is provided according to proficiency levels in each program?

This year in PS 159 has two ESL teachers servicing all ELLs in a push-in or pull-out manner, the teachers keep attendance records and a schedule demonstrating 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?
For our ESL program, we have two teaching models: ESL push-in and pull-out teaching model. Push-in and pull-out teaching model is done across the grades. ESL pull-out/push-in teaching models: The push-in model is provided for about 40% across the grades. Pull-out models are provided for about 60% across the grades.
 - o Beginning level and Intermediate level ELLs receive either pull-out or push-in ESL services for 360 minutes per week.
 - o 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 with the same curriculum and standards in addition to the ESL standards. The difference is the delivery method, rich in realia, technology and differentiated instruction. The programs used in math and ELA, for instance, have specific sections and vocabulary for ELLs. For Science and Social Studies realia and hands-on is relied upon heavily for retention and comprehension.
4. How do you differentiate instruction for ELL subgroups?
 - a) Describe your instructional plan for SIFE students.
P.S. 159 has one students classified as SIFE this year. SIFE students need special attention to fill in missing gaps in their education. For SIFE students we start with the basic Kindergarten curriculum: ABC, sounds, blends, etc. For math, we work with the basics as well: numbers, addition, etc. using manipulatives. For all subjects we have an extensive use of visual aids, and do as much hands-on as possible. Whenever possible, we have one-to-one to aid the child comprehend a subject.
 - b) Describe your plan for ELLs in US schools less than three years (newcomers).
We use scaffolding techniques to reinforce and foster comprehension for SIFE and newcomer students; manipulatives, visual aids, computers and Smart-Boards and leveled libraries to develop reading skills as well. Most of our newcomers form the body of the self-contained ESL classrooms that are taught by qualified and certified personnel. PS 159 has also chosen a new literacy program (Reading Streets) that addresses the needs of our ELLs.

Lastly, our school belongs to the Core Knowledge program; with this program we will be able to take the students to reach comprehension in the various ways in which a unit will be presented across subjects.

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 this students receive additional services to support their academic performance; which according to the data, consists of lower scores on the writing component strand in the NYSESLAT, guiding us to support them with our after-school, Saturday academy and/or additional support staff in those classes. Furthermore, One quarter of this group of ELLs is additionally supported more since they have an IEP as well.

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

The only student who is a long term ELLs receive ESL services the mandated time according to their proficiency level. Any Long term ELL receives intensive reading and writing support since that is the area in which they are the weakest at. In addition, they are invited to after-school and extended day activities. During the 2009-2010 year one student is considered a long term ELL; this students also has had an IEP's for several years; therefore, we are providing the services needed according to his IEP.

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

With our Special Education students we work together with their teacher to review their Individualized Education Plan (IEP) to assess 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. These goals are determined by their IEP's goals. Those students who require ESL services according to IEP, they are serviced by pull-out or push-in to be serviced 180 min. a week or 360 min. a week. This time is determined by their level of proficiency in the NYSESLAT

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

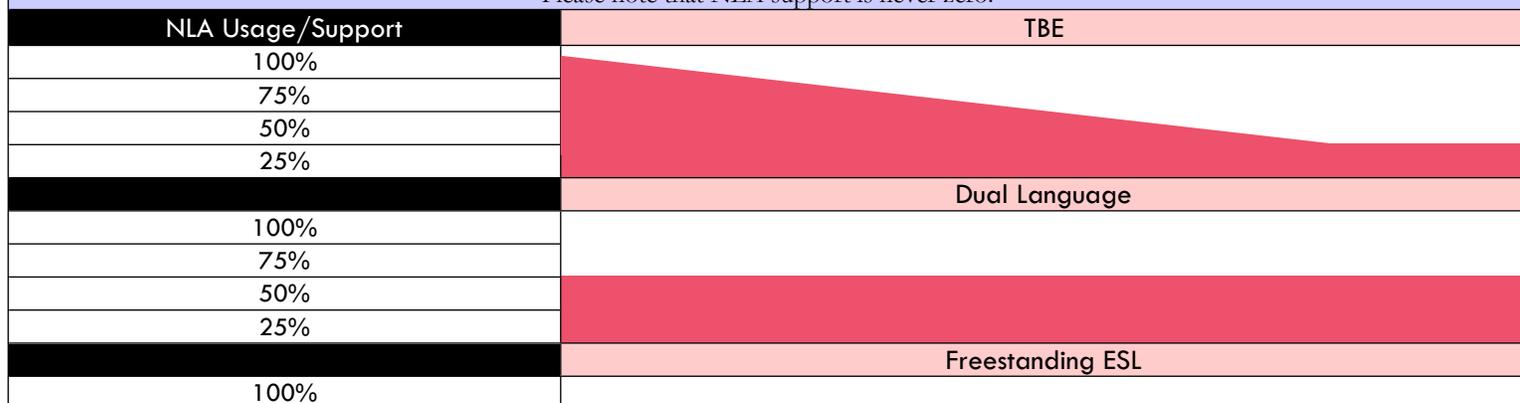
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

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.

The following programs are in place for all students and our ELLs:

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

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT. Once the student scores proficient, s/he's 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. Their progress is still closely monitored because of their previous ELL status. As the law recently changed, we have also provided our former ELLs with extended time for testing for the state tests: ELA, Math, Social Studies and soon, the Science tests.

7. What new programs or improvements will be considered for the upcoming school year?
The monies received by Title III will be mostly used to improve the classroom technology use. The goal is that all ELL classrooms have a Smart-Board installed and in use in every self contained ELL classroom.
8. What programs / services for ELLs will be discontinued and why?
Budget cuts led PS 159K to cut the After-School program this year; however, our students did not loose their After-School program at all because our school received through the State, we were able to have even more students invited from Kindergarten to 5th grade. The After-School SES programs are ran by Liberty Learning Lab and Brienza.
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 when available to take home to parents.
10. What instructional materials , including technology, are used to support ELLs
At P.S. 159 we have a wealth of resources and materials for ELLs. Currently we are using Smart-Board technology, soon in every ELL classroom: these will be purchased with Title III monies. We are also using 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, chants, and picture cards. Rosetta Stone incorporates technology as well as the use of websites, such as starfall.com. We also regularly use realia and manipulatives when doing a read aloud.
11. How is native language support delivered in ESL?
The mandated 25% Native Language support is delivered in several forms:
- o Orally by our staff
 - o By peer translation when a qualified translator is not available
 - o Use of Translated Glossaries for the Content Areas (i.e. math, science, S.S.)
 - o Bilingual dictionaries
 - o Use of State resources 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 to programs appropriate for Elementary schools and the level of proficiency in English that the student has.
Furthermore, when new ELLs are admitted into our school they are placed in the class that corresponds to the students' age and/or corresponding grade if a report-card is available. If we admit a SIFE student, then that student is placed according to his/her 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 PS 159 every June. The parents meet the teachers and they give an overview of the curriculum that their child will be learning from. 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.
14. What language electives are offered to ELLs?
n/a

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

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

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

2. What support do you provide staff to assist ELLs as they transition from elementary to middle school?
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.

3. Describe the minimum 7.5 hrs. of ELL training for all staff (including non-ELL teachers as per Jose P.)
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.

E. Parental Involvement

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

1. Describe the parent involvement in your school, including parents of ELLs.
All the parents in PS 159 including our ELLs' parents are invited to every event held in the school (i.e. Parent-Teacher conferences, PTA meetings, Reading Nights...). The notices are sent home usually in three languages: English, Spanish and Bengali. In addition, our school has an Open-Door Policy, 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 in some way directly or indirectly to our school, including or ELL's parents.

- o Brooklyn Public Library
- o The Hears Foundation, Inc.
- o Brooklyn Botanical Garden
- o Citi Bank

- o Target
 - o Met Life
3. How do you evaluate the need of the parents?
- o Oral feedback
 - o Surveys
 - o Parent meetings
 - o Suggestion box
4. How do your parental involvement activities address the needs of the parents?
- PS 159K addresses the needs of the parents by providing workshops aligned with their requests as well as the available budget and/or grants. For example, this years we are going to continue with a Computer workshop for parents paid with Title III funds.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	12	11	5	6	2								42
Intermediate(I)	4	14	4	13	8	3								46
Advanced (A)	13	3	9	7	13	6								51
Total	23	29	24	25	27	11	0	0	0	0	0	0	0	139

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	8	6	2	0	1	0							
	I	7	12	5	0	3	0							
	A	7	10	12	9	6	4							
	P	1	1	13	13	22	11							
READING/ WRITING	B	15	8	10	4	5	2							
	I	7	16	6	11	9	3							
	A	2	1	5	6	13	6							
	P	0	1	10	1	5	4							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	10	7	2	30
4	4	9	2	0	15
5	10	6	0	0	16

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	9		16		5		3		33
4	2		9		6		0		17
5	5		9		3		1		18
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		2		9		2		16
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	5		9		4		0		18
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

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

Additional Information

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

....

The school leadership and the ESL teacher gather data and discuss steps to be taken with each child. We discuss the best ways to provide the child by differentiating instruction and cover the student's weakest points. According to the data, we observed that writing and reading tend to be a problem area; therefore, we incorporate intensive reading blocks and guided reading, followed by writing. In addition to our school's ELA results and negative gains in such state test from 2008-2009, the school leadership provided a new reading program and more extensive use of technology, as well as push – in certified teachers during the literacy block. Furthermore; the Inquiry team has decided to focus on ELLs from the third grade to follow them as a long-term research to benefit all ELLs according to their 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 our students' results we are able to know what modality each student needs to work on individually and we allow that to guide instruction. Teachers are able to be more informed as to each students' needs and develop activities, and centers accordingly.

There is no dual language or bilingual programs in P.S. 159; however, we do provide support in the student's native language: core-subject glossaries translations, bilingual dictionaries, peer translation when necessary and books in native language in the library accessible for the students.

Part VI: LAP Assurances

4. What is the level of language proficiency in the second (target) language for EL students? (For Dual Language Only)
n/a

5. How are the English Proficient Students defined in State and City Assessment? (For Dual Language Only)

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		

	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 159 Isaac Pitkin					
District:	19	DBN:	19K159	School		331900010159

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11	
	K	v	4	v	8		12	
	1	v	5	v	9		Ungraded	v
	2	v	6		10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.5	92.8	91.7
Kindergarten	117	140	123				
Grade 1	154	146	132	Student Stability - % of Enrollment:			
Grade 2	163	143	163	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	143	166	153		92.4	88.9	89.0
Grade 4	186	153	168				
Grade 5	149	171	157	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		77.3	88.7	88.7
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		8	17	13
Grade 12	0	0	0				
Ungraded	0	1	1	Recent Immigrants - Total Number:			
Total	912	920	897	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					25	9	17

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	45	43	41	Principal Suspensions	15	23	33
# in Collaborative Team Teaching (CTT) Classes	15	14	19	Superintendent Suspensions	9	7	10
Number all others	42	37	32				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	70	74	74
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	15	16	10
# receiving ESL services only	117	146	TBD				
# ELLs with IEPs	2	19	TBD				

These students are included in the General and Special Education enrollment information above.

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	4	4	11

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	95.2
				% more than 2 years teaching in this school	78.6	79.7	93.2
				% more than 5 years teaching anywhere	62.9	66.2	75.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	85.0	90.5
American Indian or Alaska Native	0.9	1.2	1.8	% core classes taught by "highly qualified" teachers	98.2	98.5	82.2
Black or African American	54.6	47.0	48.2				
Hispanic or Latino	23.8	23.5	22.9				
Asian or Native Hawaiian/Other Pacific	19.6	23.7	26.3				
White	0.9	0.8	0.9				
Male	52.1	50.3	51.8				
Female	47.9	49.7	48.2				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
----------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1			v		
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	-	-	-				
Multiracial	v	v	-				
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	8	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	26.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	1.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	17.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN:19K159

All Title I SWP 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$793,222	\$2727,74	
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7932.		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$39,661	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$79,322	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98.6%
6. 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

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

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.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

- 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.

- 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.

- 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.

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

11.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$658,479	X	14-23
Title I, Part A (ARRA)	Federal	X			\$269,623	X	14-23
Title II, Part A	Federal	X			\$417,076	X	14-23
Title III, Part A	Federal	X			\$23,820	X	14-23
Title IV	Federal			X			

¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

IDEA	Federal		X				
Tax Levy	Local	X					14-23