



P.S. 159

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

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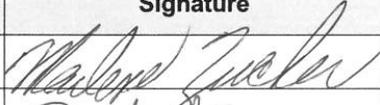
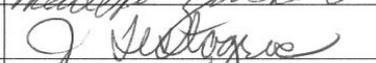
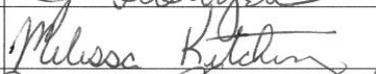
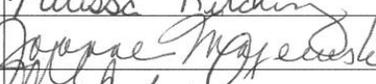
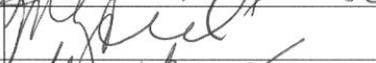
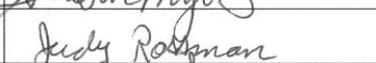
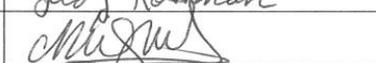
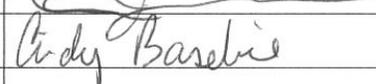
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SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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
Marlene Zucker	*Principal	
Janice Testagrose	*UFT Chapter Chairperson	
Melissa Kitching	*PA/PTA Designated Co-President	
Joanne Majewski	Assistant Principal	
Michele Gold	Staff	
Allison Myers	Staff	
Judy Rossman	Parent	
Monica Giannakopoulos	Parent	
Eric Johnson	Parent	
Cindy Baselice	Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

P.S. 159 is a vibrant school that is housed in a three story U-shaped brick structure build in 1931 and sits in the middle of a neighborhood of modest, middle-class private homes.

Our Vision at P.S. 159 is a true partnership of administrators, teachers, school staff, students, and parents all working together toward the same goal. We want our students to be independent and lifelong learners who have the essential skills to succeed in today's society and to become responsible members of our global world.

Our mission is to achieve this vision by creating a safe and stimulating educational environment for our students. Through commitment to standards-based instruction and the values of a multi-ethnic, democratic society, our dedicated school staff works diligently to provide our students with an exciting and rigorous instructional program.

P.S. 159 reaches out to parents and welcomes their opinions and suggestions. The parents on our School Leadership Team and Parent Teacher Association are exceptionally supportive and hard-working. They are involved in organizing many school events such as Book Fairs and raising funds to support our "arts" program and the purchasing of technology for the school.

Our educational program meets all the core requirements of literacy, mathematics, social studies, science and the "arts." The integration of technology and providing effective remediation, enrichment, and extra curricular programs are all part of our goal in meeting the needs of all the students in our school.

Our Balanced Literacy Program incorporates a range of reading approaches to scaffold the learning for all students to become proficient readers. Students are provided with literacy instruction through Units of Study in reading and writing using a workshop model. We provide additional instruction in vocabulary building and word study skills through the implementation of *Elements of Reading Vocabulary Kits* for Grades K-5 and *Foundations* for our K-1 students. We also offer decoding and fluency programs such as *Perceptual Conditioning for Decoding*, and the *Wilson Reading Program* to those students who need additional support in phonics.

We have a structure in place for all educational staff to share strategies and best practices through school-wide Inquiry Team meetings throughout the year.

Guided Reading is a highly effective form of small group instruction. It is being utilized as a school-wide approach to improve the level of our students' reading comprehension. In grades K-2 the focus has been placed on instructing students to use context, visual, and structural clues within stories to generate meaning. In grades 3-5 the focus has been to develop higher-level metacognitive skills in order to comprehend deeper layers of meaning within a text.

We use the *Everyday Mathematics Program* in grades Pre K-3 and *HBJ Mathematics Plus* in grades 4 & 5. The programs have a strong emphasis on constructivist learning which focuses on students' conceptual understanding of mathematical ideas and concepts. We provide additional instruction around problem solving using the "Exemplars" Math program to differentiate instruction for our students.

Our Science Program emphasizes a hands-on inquiry based approach to learning where students construct their understanding of their natural world through problem solving and active exploration. Our science program is supported by a full time science cluster teacher who provides hands-on activities in a fully equipped science room, using advanced technology such as computer-aided microscopes and Internet connection.

Our "Arts" program offers instruction in the Visual and Performing Arts. Our third through fifth grade students perform at our annual Spring Choral Concert. We continued our partnership with The American Ballroom Dance Company. They

brought the Dancing Classrooms Project to all of our fifth grade classes. This program incorporates literacy and the Six Pillars of Character, a school-wide program we have had in place for three years. This is a program that promotes core ethical values that transcend cultural, religious and socio-economic differences.

Our Computer Literacy program staffs a full time computer teacher who provides instruction in a lab that has a networked I-Mac Computer Lab. The computer teacher also supports our computer literacy program by maintaining classroom computers. Our building is 'wireless' and all classrooms have internet capability. The computer teacher also trains teachers in the use of Interactive Whiteboards which are in all classrooms.

The many programs and initiatives at P.S .159 include a Peer-Tutoring program drawn from students in PS 159. We have a mutually beneficial partnership with the Lowell School. Their exemplary students are given the opportunity to work in our early childhood classes to provide one-to-one and small group assistance while also acting as a big brother or a big sister to our youngsters.

At P.S. 159, we are strong believers in recognizing student achievement and celebrating the success of our students. A student of the month is chosen from each class and their picture and Certificate of Achievement are displayed. The art teacher also chooses an artist of the month, whose artwork, photo and biography are displayed in the school lobby. We have class performances throughout the year and student work is beautifully displayed around the school. An annual Curriculum Fair showcases each student's learning process and achievements during the year.

We at PS 159 are committed to addressing the emotional, social and academic needs of every child. We recognize the importance of working closely with our administrators, teachers, students and their families, as well as with outreach organizations, as we strive to have every child achieve his or her potential.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 159								
District:		26	DBN:		26Q159	School BEDS Code:		342600010159		
DEMOGRAPHICS										
Grades Served:	Pre-K	√	3	√	7		11			
	K	√	4	√	8		12			
	1	√	5	√	9		Ungraded			
	2	√	6		10					
Enrollment					Attendance - % of days students attended :					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	45	52	45		95.7	96.4	TBD			
Kindergarten	77	97	82	Student Stability - % of Enrollment :						
Grade 1	68	80	96	(As of June 30)	2007-08	2008-09	2009-10			
Grade 2	94	69	78		95.4	96.5	TBD			
Grade 3	68	95	70	Poverty Rate - % of Enrollment :						
Grade 4	74	72	99	(As of October 31)	2007-08	2008-09	2009-10			
Grade 5	96	73	74		26.0	29.1	43.5			
Grade 6	0	0	0	Students in Temporary Housing - Total Number :						
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 8	0	0	0		0	0	TBD			
Grade 9	0	0	0	Recent Immigrants - Total Number :						
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 11	0	0	0		8	6	6			
Grade 12	0	0	0	Special Education Enrollment:						
Ungraded	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Total	522	538	544							
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:						
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
# in Self-Contained Classes	18	19	23	Principal Suspensions	0	0	TBD			
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	TBD			
Number all others	53	58	61	Special High School Programs - Total Number:						
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10			
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:						
(BESIS Survey)										
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10			
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	36	38	TBD			
# in Dual Lang. Programs	0	0	0							
# receiving ESL services only	68	67	52							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	5	9	Number of Administrators and Other Professionals	11	12	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	7	9	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	100.0	100.0	TBD
				% more than 2 years teaching in this school	88.9	81.6	TBD
				% more than 5 years teaching anywhere	83.3	78.9	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	100.0	100.0	TBD
American Indian or Alaska Native	0.0	0.2	0.2		100.0	100.0	TBD
Black or African American	1.5	2.0	1.7				
Hispanic or Latino	14.6	12.5	12.1				
Asian or Native Hawaiian/Other Pacific Isl.	42.5	44.4	47.1				
White	41.4	38.7	36.9				
Male	51.7	50.7	53.5				
Female	48.3	49.3	46.5				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
				√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			Progress Target
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√	-				
Multiracial	-	-	-				
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	89.3			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment: <i>(Comprises 15% of the Overall Score)</i>	12.5			Quality Statement 2: Plan and Set Goals			
School Performance: <i>(Comprises 25% of the Overall Score)</i>	22.6			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	54.2			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:	NR			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			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
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 school's 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?
-

Based on an in-depth review of our quantitative and qualitative data on a variety of assessments we have identified the following performance trends and accomplishments:

- The percentage of students achieving at Proficiency on the ELA has steadily increased. We now have 94.9% of our students scoring Level 3 or 4;
- Our percentage of students at Proficiency in Math continues to increase. Based on the latest Standardized Assessment, 99.6% of our students scored Level 3 or 4;
- The area of most concern, that we as a school community have to address, is increasing the percentage of students making at least 1 year's progress on the ELA. We have shown growth in this area but it remains the focal point of our work. 69.3% of our students made at least one year's progress this year, an increase of over 20%.
- Our Inquiry Team identified the following reading skills which will serve as our focus: *getting the main idea when it is not explicitly stated, extending meaning through vocabulary study*;
- We formed a Rubric committee to standardize the assessment of student work;
- Our progress reports data shows our students are quite successful in their learning and we want to continue to nurture and enhance their learning through enrichment activities that stimulate individual growth and help students realize their full potential.
- Articulation between classroom teachers and support personnel, both formally and informally, has had a positive effect on student learning;
- The creation of additional support and enrichment pull-out groups in various curriculum areas has allowed us to differentiate our instruction for more of our students;
- Our increased use of technology to support our educational program has had a positive effect. Every classroom, grades 1-5, ancillary and cluster rooms, have interactive technology;
- Our formation of ELL transition groups that support youngsters who have tested out of ESL;
- Our self-contained special education classes are regularly integrated with their general education counterparts for various academic and non-academic activities;
- A professional book club was formed last year and will continue in the 2010-2011 school year to extend and share our knowledge of best practices.

- We implemented “Foundations” in all kindergarten classes and grade one classes. Based on teacher assessment, more of our students have developed higher reading skills.
- Our greatest strength is our parents’, students’, and teachers’ commitment to being a true learning community.

CHALLENGES AND BARRIERS

- Severe budget cuts prohibited our providing AIS/Enrichment and co-teaching services.
- Severe budget cuts necessitated the elimination of our Literacy Coach position.
- Severe budget cuts necessitated the elimination of a first grade class, therefore, increasing the average class size.
- The funding we received to support personnel, training and materials for our increasing population is insufficient.
- The lack of dedicated staff development time throughout the year to learn, to share ideas and strategies is a significant barrier.
- Although our students are good readers and writers, based on observations, teacher feedback, and student work, there is a need for our students to further develop their skills around word work so that they can better take words apart while reading for meaning and construct words while writing to communicate.
- Analyzing our student’s reading behaviors using running records, we want to improve on providing more differentiated instruction in small group guided reading sessions so they can move at a quicker pace in becoming proficient readers.
- Listening in on student’s conversations and looking at student work around problem solving in mathematics, there is a need for our students to be challenged on the different levels of sophistication in a problem and to connect what they know to new learnings.
- We would like to provide more support to our teachers in a hands-on inquiry based approach to teaching science. The time needed to gather science materials and artifacts for students to engage in the discovery process has been a barrier to this type of approach to learning science.
- The misplacement of special education students impedes our providing appropriate instruction to the students whose needs can be met in their designated setting;

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.

GOAL I: LITERACY

Our goal is to improve the level of our students' comprehension through effective word study instruction so that they become good readers and writers. We believe that a high-quality literacy program helps students to learn about letters, sounds and words.

Goal IA:

- By June 2011, Grade K-5 students will improve their level of comprehension as measured by making at least one years progress on the Fountas & Pinnell Reading Levels.

Goal IB:

- By June 2011, 85% of all Grades K-2 students will be reading on grade level as measured by ECLAS standards.

GOAL II: MATHEMATICS

Our goal is to improve students' thinking in mathematics through problem solving. We believe problem solving is essential to learning mathematics. Through problem solving experiences, students learn to connect what they know to new learning and see the relationship between the different concepts in mathematics.

- By June 2011, students in Grades K-5 will improve their thinking and problem solving skills in mathematics as measured by students moving at least one level on each criteria on a teacher created problem solving rubric.

GOAL III: SCIENCE

Our goal is to raise the level of student thinking and learning in science through a hands-on inquiry approach to learning. Science is all about inquiry and wonderings about the world we live in. Science for elementary students should provide lots of opportunities for students to ask questions and to have direct experiences with common objects, materials, and living things in the environment

- By June 2011, students will raise the level of their thinking and learning in science as measured by obtaining at least 82% accuracy on End of Year Assessments in the Science Harcourt Science Program.

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 (where relevant): LITERACY

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students in Grades K-5 will improve their level of comprehension as measured by making at least one years’ progress on the Fountas & Pinnell Reading Levels.</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>	<ul style="list-style-type: none"> • A school wide focus will be placed on guided reading as an approach for K-2 students to use context visual and structural cues within stories to generate meaning and for students in grades 3-5 to develop high level metacognitive skills in order to comprehend deeper layers of meaning in text. • Each grade level will function as an Inquiry Team focusing on a targeted group of students of the same reading level in order to understand the continuum of learning within that reading level and beyond. • Literacy Network Specialist will facilitate grade level Inquiry Team meetings throughout the school year and collaborate with our Assistant Principal to provide training and support to teachers in data gathering and analysis of information and building content and pedagogical knowledge to effectively implement guided reading. • Grades K-5 will focus on implementing reading and word study strategies to raise the level of student comprehension • Teachers in Grades K-5 will implement the Elements of Reading Vocabulary Kits as part of building rich, robust vocabulary into their reading program. • The Foundations program will continue in grades K and 1 to enhance phonics instruction. • Classroom teachers and support personnel will assist students in setting purposeful and clear reading goals throughout the school year. • Promethean boards will be used for interactive lessons • Promethean technology specialists will provide training in newly developed programs and interactive software • Teacher and student rubrics will be used to set clear expectations and to standardize the assessment of student work.

	<ul style="list-style-type: none"> • Professional development during grade conferences and staff development time will focus on data gathering and analysis of information to inform instruction for guided reading. • Our certified reading teacher and resource room teachers will be scheduled to provide AIS/Enrichment to small groups of students. • <i>Study Island</i> software will support literacy instruction in grades 2 -5. • All staff members will be responsible for implementing and monitoring our Action Plan • Timeline for implementation: September – June
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> • The Network Literacy Specialist and our Assistant Principal will work to provide on-going support to teachers in guided reading and the use of assessment tools to plan instruction • The Special Education Network Support Specialist will provide support to Grade K and 1 teachers implementing Foundations on an on-going basis – visiting classrooms and providing at least 2 workshops during the school year • Monies will be budgeted to purchase guided reading kits to provide additional resources for teachers • Title 1 funding will be allocated to provide per diem coverage to allow teachers to participate in professional development activities • Professional development time will be scheduled for teachers to participate in planning, assessing student work, and training sessions around the school goals • Each grade will be scheduled to have common planning times at least once a week to participate in professional development activities • C4E monies will be used to budget a reading teacher to provide small group instruction in a co-teaching, pull out, and push in approach during the school day as well as after school. • Title 1 monies will be used to provide small group instruction in a pull-out program during the school day • Title 1 funds will be allocated for professional development activities including attendance at conferences/workshops and providing for on-site consultants • Title I, tax levy and Title II Part A funds will be used to improve instruction by maintaining classroom positions thereby reducing class size

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • On-going student writing and evidence from writing drafts, revisions, and editing will show improvement and achievement in using good word choice and strategies for spelling words and will be continuously reviewed • Students will demonstrate their use of an extended vocabulary as evidenced by student writing, conversations and on-going teacher conference notes, which will be reviewed on a monthly basis • Running records assessing student growth in reading levels will be administered and analyzed at least 4 times a year to inform instruction. • Teachers lesson plans will show differentiation of instruction that addresses the goals of students and indications of growth and new goals • Action plan will be adjusted and modified as needed
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Aligning Resources: Implications for Budget, Staffing/Training, and Schedule
Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

- The Literacy Network Support Specialist and our Assistant Principal will provide training to Grades K-2 teachers on the use of assessment to plan instruction for guided reading
- Our NISS' will provide on-going support in literacy development. CEIS funding will be used to provide per diem coverage
- Monies will be budgeted to enhance our classroom libraries
- Common planning time will be scheduled so teachers can develop word study vocabulary instruction
- Articulation periods will be scheduled for support personnel to meet with classroom teachers to discuss student learning, progress, and to plan instruction.
- CEIS and Title 1 funding will be allocated to provide per diem coverage to allow teachers to participate in professional development activities.
- Title 1 and tax levy funds will be allocated for professional development activities including attendance at conferences/workshops and providing for on-site consultants
- Title I and Title II Part A funds will be used to improve instruction by maintaining classroom positions thereby reducing class size

Indicators of Interim Progress and/or Accomplishment
Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Running records will be used at least 4 times year to assess and monitor student progress on moving up in their reading levels
- End of unit assessments and student work will be used to measure growth in student learning

	<ul style="list-style-type: none"> • Promethean boards will be used for interactive lessons • Promethean technology specialists will provide training in newly developed programs and interactive software • Teacher and student rubrics will be used to set clear expectations and to standardize the assessment of student work. • Teachers will provide pullout instruction for K-2 students during the regular or extended day. • Our reading teacher and resource room teachers will provide a pull out program during the school day to support Grade 3 – 5 students with additional instruction in problem solving. • All staff members will be responsible for implementing and monitoring our Action Plan • Timeline for implementation: September - June
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Mathematics Network Support Specialist will provide K-5 teachers with on-going support in differentiating student work and monitoring progress • Mathematics Network Support Specialist and Special Education Support Specialist will work collaboratively to provide on-going support to our self contained Special Education classes • Common preparation periods for each grade will be scheduled to provide time for teachers to plan, analyze student work and to share ideas and resources • Title I, Title II Part A and tax levy funds will be used to improve instruction by maintaining classroom positions thereby reducing class size • CEIS funds will be used to provide per diem coverage for teachers to attend workshops/conferences.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Students will show an increase in mathematics understanding as measured by obtaining at least a 3 on a 4 point rubric on the open ended responses for each math unit in the curriculum. • On-going student discussion and written work will indicate improvement and higher levels of sophistication on students' thinking and written explanations of solutions • Monitoring of students problem solving skills using a teacher created problem solving rubric at least 4 times a year will show improvement in their thinking and problem solving skills. • Title 1 funding will be allocated to provide per diem coverage to allow teachers to participate in professional development activities. • Title 1 funds will be allocated for professional development activities including attendance at conferences/workshops and providing for on-site consultants.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Monies will be budgeted to purchase resources for science • Promethean technology specialist will provide various programs based on teacher need • Title 1 funding will be allocated to provide per diem coverage to allow teachers to participate in professional development activities • Title I, Title II Part A and tax levy funds will be used to improve instruction by maintaining classroom positions thereby reducing class size
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • On-going observation of students engaging in discovery process and working in collaborative groups • On-going observation of teachers facilitating conversations that promote curiosity and using good questioning techniques to generate thinking and synthesis of information • Students obtaining at least 82% accuracy on end of unit assessments in Science curriculum • Teachers on-going assessment of student learning and wondering through student science journals

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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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	3	1	N/A	N/A	2	0	0	
1	6	3	N/A	N/A	1	0	0	
2	5	4	N/A	N/A	0	0	1	
3	2	3	N/A	N/A	1	0	0	
4	6	4	5	2	1	0	0	
5	2	3	2	3	2	0	0	
6								
7								
8								
9								
10								
11								
12								

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Wilson, Foundations, Perceptual Conditioning for Decoding, and various comprehension strategies are taught in small groups, and one-to-one. We provide AIS service during the school day and during the extended day.
Mathematics:	Everyday Math, HBJ Math Program, Exemplars problem-solving strategies, manipulatives, are all used both during the school day and the extended day to small groups and one-to-one.
Science:	We focus on the specific area(s) of need, i.e. measurement. A hands-on approach is used With small groups.
Social Studies:	We integrate social studies content with vocabulary development. Children receive AIS in small groups during the school day as well as during the extended day.
At-risk Services Provided by the Guidance Counselor:	Counseling is provided in small groups or one-to-one. The focus is on improving social skills, study skills through time management, building confidence and self-esteem.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	Counseling is provided in small groups or one-to-one. The focus is on improving social skills, study skills through time management, building confidence and self-esteem.
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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

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 revised Title III plans will be reviewed this year for DOE and SED approval.

- 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.

Section I. Student and School Information

Grade Level(s) K -5 Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – 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. They may use both English and the student’s native language and 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 CR Part 154. In the space 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.

At P.S. 159 we have a free-standing ESL program. The language of instruction is English, provided by one full-time certified ESL teacher. We use the pull-out model of instruction. There are a total of 58 ELLs. Those on the Beginning/Intermediate level receive 360 minutes of ESL instruction per week. Those on the Advanced level receive 180 minutes per week. We have a total of six pullout ESL classes. The program addresses the 4 language skills areas; listening, speaking, reading and writing. ESL strategies and methodology are infused into content area instruction as well. We provide a print-rich environment that stresses cooperative learning and differentiation. We use the Balanced-Literacy approach and the workshop model to ensure that all students meet the ESL Learning Standards. Our ESL program includes TPR, choral reading, role playing, hands-on activities, read aloud, puppetry, graphic organizers, vocabulary development materials, storytelling, computer technology and experiences in music. We use a hands-on approach to teach mathematics to our ELLs. We work with materials in their native language to help prepare ELLs for NYS test in Mathematics, Science and Social Studies. We have been successful in partnering our ELLs with native speakers of English to mentor our ELLs in the content area.

We service ELLS in grades K-5.

Our ELLs participate in AIS programs infused throughout the day. Our 'F' status ESL teacher provides push-in small group instruction during the school day to groups of ELL students. This instruction is in addition to the mandated ESL service provided by our full-time ESL teacher. The supplemental instruction focuses on vocabulary, development, and preparing our students for City and State Assessments. Our youngsters will use bilingual dictionaries, books on tape, etc. to improve their English language fluency and content vocabulary. Parent and community involvement is stressed at P.S. 159. We reach out to the parents with the help of our Parent Coordinator. Every effort is made to provide materials to parents in their native language as well as providing translators at Parent-Teacher Conferences and parent orientation meetings and workshops. At our Parent Orientation meetings, we explain our ESL program to our parents. Letters in their native language are sent home to encourage parents to come to our meetings. Parents may bring translators to all of our meetings. School requirements are discussed as well as Standardized Tests. Suggestions on how to help their child are given. We also explain the LAB-R and the NYSESLAT so that our parents are aware of school requirements.

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.

The ESL staff development is on-going throughout the year at staff conferences and grade meetings. Title 1 funding will be allocated to allow teachers the opportunity for intervisitations and intravisitations in order to observe ESL strategies and improve classroom ESL instruction. Common planning periods are scheduled for classroom and ESL teachers. Days are set aside for articulation and congruence. This allows the teachers of ELLs to plan appropriately so as to maximize English language acquisition. Our 'F' status teacher will participate in the professional development offerings.

The following dates have been set aside for Staff Development:

September 7, 2010

- Identifying ELLs using LAB-R
- Using the results of NYSESLAT to differentiate instruction for ELLs

November 2, 2010

- Working with ELLs to differentiate content area materials

January 13, 2011

- How to help ELLs in the classroom and at home so they meet State standards

March 2, 2011

- Helping ELLs navigate through the New York State standardized tests

May 9, 2011

- Helping teachers understand what it means to be bilingual

Our support services are geared to help our students meet and exceed the State Standards as well as socially adapt to the school environment.

- ELLs will participate in Extended Day programs designed to improve performance in ESL, ELA and the content areas
- AIS will be provided in targeted instruction throughout the day
- Differentiated instruction will be provided where teachers tailor instruction based on individual assessed needs
- Summer school programs will be made available to ELLs
- Mentors are assigned to ELLs to help them navigate the school day

Section III. Title III Budget

School: P.S. 159 Queens BEDS Code: 26Q159

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	\$10,165.00	Certified 'F' status teacher to provide services to our ELL youngsters during the school day, above and beyond the mandate. Rate of pay is \$307 per day including fringes.
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$ 4,835.00	Materials for test sophistication, bilingual dictionaries, vocabulary development, books on tape.
Educational Software (Object Code 199)	\$15,000.00	
Travel		
Other		
TOTAL		

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.

ATS reports were generated and reviewed, i.e. Ethnic Surveys, admission reports, test data, as well as monitoring ELL parent attendance at PTA meetings and events. Discussions were held with our ESL teacher and other staff members.

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 results of our needs assessment, with input from our SLT, determined that our major languages are Chinese, Korean and Spanish. 60 parents speak Chinese and require written translations, 48 speak Korean and require written translations, and 10 speak Spanish and require written translations. Articulation conferences were held with ESL teachers and the classroom teachers, at which time this information was shared. It was determined that there was still a need to provide school notices in these languages. This was discussed at a General PTA meeting and at Faculty Conferences.

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.

We will contact the DOE's Translation and Interpretation Unit whenever the need arises. At this time, we plan to have school notices regarding parent workshops, PTA meetings and Parent-Teacher Conferences translated.

We will purchase translated Parent/Homework guides to further assist our parents.

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.

We will contract with LIS Translations to provide Korean/Spanish/Chinese translators at Parent-Teacher Conferences, incoming Kindergarten Parent Orientation, and at various Parent Workshops; this will enable our parents to achieve a greater comfort level and a better understanding of the material being presented.

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>.

Translated copies of Attachment A of Chancellor's Regulations A-663 will be distributed to our Korean, Chinese and Spanish speaking parents. copies will also be posted on the Parent Information Bulletin Board.

Our Parent Coordinator will reach out to our ELL parents to make certain they are aware of the services that they are entitled to.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$166,383.00	\$166,383.00
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$1,664.00	\$1,664.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
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.

* 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

School-Parent Involvement Policy

- I. P.S. 159, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. P.S. 159's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on the school leadership team, parent-teacher association, and parent advisory councils. Educational research has shown a positive correlation between

parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.

- II. The policy encompasses all parents including parents of English Language Learners and special needs students.
- III. The policy is designed based upon a careful assessment of parents' needs and the evaluation of the effectiveness of the Title I/PCEN Parent Involvement Program.

In developing P.S. 159's Parent Involvement Policy, P.S. 159's PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input.

To increase parent involvement, P.S. 159 will:

- Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.
- Support level committees that include parents such as the School Leadership Team and the PTA.
- Maintain Parent Coordinator to serve as the liaison between the school and parent community. The parent coordinator will provide or arrange for parent workshops based on the assessed needs of the parents in the school.
- Provide translators at meetings, conferences and workshops.
- Provide written translations of notices
- Encourage attendance at "Best Practice Fairs" sponsored by the Office of Parent Engagement where all parents are invited to attend formal presentations and workshops that address their parenting needs.

P.S. 159 will encourage more school-level parental involvement by:

- Providing parent workshops on social and academic issues and concerns
- Maintaining parent participation on school leadership team
- Having written and verbal progress reports that are periodically given to keep parents apprised of their children's progress

The Parent Involvement Policy will be reviewed and distributed on an annual basis at the January Title I PTA Meeting.

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.

SCHOOL - PARENT COMPACT P.S. 159

The school and parents working cooperatively to provide for the successful education of the children agree:

The School Agrees

To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved

To offer a flexible number of meetings at different times to accommodate various parental schedules

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy

To provide parents with timely information about all programs

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information

To provide high quality curriculum and instruction

To deal with communication issues between teachers and parents through:

1. Parent-teacher conferences at least semi-annually
2. Frequent reports to parents on their children's progress
3. Reasonable access to staff
4. Opportunities to volunteer and participate in school activities
5. Observation of classroom activities

To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading, math and content area strategies and work/study skills.

The Parent/Guardian Agrees

To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.

To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.

To work with his/her child/children on school work; and read with, or to, them on a daily basis.

To monitor his/her child's/children's:

1. Attendance at school
2. Homework
3. Television watching

To share the responsibility for improved student achievement.

To communicate with his/her child's/children's teachers about their educational needs.

To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

The Student Agrees

- To attend school regularly and arrive on time;
- To complete my homework and submit all assignments on time;
- To follow the school rules and be responsible for my actions;
- To show respect for myself, other people and property;
- To try to resolve disagreements or conflicts peacefully; and
- To always try my best to learn.

P.S. 159

Marlene Zucker, Principal

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.
(see Needs Assessment Section in CEP – Pages 10-11)

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - 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.
 - Are consistent with and are designed to implement State and local improvement, if any.

P.S. 159 uses school wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement; and uses effective methods and instructional strategies that are based on scientifically-based research that:

- Through our work with assessment and differentiation of instruction, students are provided with instruction that meets their specific needs. Teachers and students work together to set realistic and purposeful learning goals for students.
- Through curriculum pacing calendars and units of study, clear content and skills learning based on Standards are identified for each grade level to ensure continuity in rigor among and across grades
- Through Inquiry Teams, teachers participate in action research that triangulates student data, examines the conditions for learning, and provides for systemic changes in instructional strategies.
- Through the implementation of enrichment clusters, teachers and students are engaged in high end learning involving critical thinking

- Through our AIS and enrichment program, students are provided additional learning opportunities through co-teaching, pull-out and push in program
- Through our after school programs, students are provided with additional support and quality learning time

3. Instruction by highly qualified staff.

- All teachers on staff have NYS certification and teaching within their license areas.
- School hires teachers with input from administrators and teaching staff. Interviews and demonstration lesson by prospective candidates ensure that teachers with sound educational philosophy and pedagogical expertise will be hired.
- New teachers are provided with mentoring by more experience teachers.
- New teachers as well as those teachers already on staff engage in on-going professional development in literacy, math, social studies, science, technology and the arts. Professional development activities include observing model lessons, attending workshops, reading professional literature, participating in study groups and interschool/class visitations.
- On site literacy coach and network support specialist provides support and training to teachers
- Common preparatory time is scheduled for each grade to meet at least once a week to plan and to collaborate with one another.

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.

All school aspects of school community have access to opportunities that promote professional growth to enable all students to meet high academic standards

- Principals attend workshops, conferences and network meetings provided by the Integrated Curriculum and Instruction Learning Support Organization throughout the school year and the Principal's Summer Institute during the month of July.
- On site school coach is supported through monthly meetings with network support specialist
- Teachers are provided with planning sessions, workshops, professional literature and opportunities to work alongside a coach
- Teachers are provided with summer opportunities to attend training with higher learning institutions such as Teachers College Reading and Writing Project and University of Connecticut (School Enrichment Model)
- Paraprofessionals have opportunities to attend workshops with classroom teachers as well as workshops that are specific to paraprofessionals.
- School based support staffs are provided with workshops that address the academic, social and emotional welfare of students as well as curriculum and compliance issues and mandates.
- Parents are provided with parent workshops around curriculum issues and ways to help their children in their education

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

We are not a high need school but attract high quality teachers through our reputation as a school with a sound educational philosophy and instructional strategies. Since we are a school which has developed a reputation for excellence, our most effective strategy to attract high quality and highly qualified teachers is to continue to improve on the work that has enabled us to be one of the high achieving schools in the City.

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

- Provide surveys to assess what parents are interested in
- Provide access to a Parent Lending Library
- Provide Parent Coordinator to serve as liaison to parents to address their needs and concerns
- Provide parent workshops around areas of interest and concern
- Provide information on scheduled curriculum nights
- Disseminate school news as well as parent opportunities to attend school performances and volunteering their services

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.

- Provide Creative Curriculum for PRE-K which is in line with teaching and philosophy of school
- Include PRE-K in special school programs such as literacy fair, field day, etc.
- Early organization of kindergarten classes to ensure a smooth transition and orientation meeting with teachers in September
- Students attending Pre-K & Kindergarten are phased in during the first couple of days in September to acclimate them to the full day schedule and to begin socialization skills with their peers

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.

- Teachers are provided with on-going training around different assessment tools such as ARIS, Acuity, running records, rubrics and end of unit performance assessments.

- Common planning time is scheduled for teachers to plan overall instructional program which includes the use of academic assessments to pre-assess student learning before they begin a unit as well as to use this information to differentiate instruction for students. Throughout the unit there are formative assessments of the activities students are involved in as well as clear end of unit formative assessments to assess student learning around the targeted content/skill goals for the unit.
 - Teachers are provided with opportunities to develop their own assessment tools such as rubrics and teacher created checklist in assessing and monitoring student learning
 - Teachers collaborate on the use of various forms on summative assessment such as student observations, conferencing notes, rubric and portfolios.
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.
- On-going assessment of student learning in all core subject areas
 - AIS and enrichment pullout and push in programs to provide additional support for students
 - Student progress sheets to identify specific student learning needs and to monitor progress that students are making
 - Extended Day and after school programs to provide additional time for students to learn
 - Inquiry teams to participate in action research - identifying students who are experiencing difficulty in their learning, triangulating data to identify their specific learning needs and coming up with effective teaching and learning strategies
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.

Integration of *Six Pillars of Character* Program

- Sexual Harassment Training
- Anti Bullying Program

Physical Best Program

- Health
- Nutrition and Eating Right

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 <i>(☑)</i>			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check <i>(☑)</i> 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 <i>(☑)</i>	Page #(s)
Title I, Part A (Basic)	Federal			√			
Title I, Part A (ARRA)	Federal	√			174,344.84	√	13, 14, 17, 18, 19, 21
Title II, Part A	Federal	√			24,684.00	√	14, 17, 19, 21
Title III, Part A	Federal	√			15,000.00	√	25 – 28
Title IV	Federal			√			
IDEA	Federal			√			

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.

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.

Tax Levy	Local	√		2,338,134.00	√	14, 17, 19, 21
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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.

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

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;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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

Part A: FOR TITLE I SCHOOLS

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

P.S. 159 LANGUAGE ALLOCATION POLICY

P.S. 159 has a free-standing ESL program. The language of instruction is English. We use the pull-out model of instruction. Most of our ELL students have successfully moved through the program in two to three years and have achieved the high standards set for all students.

P.S. 159 is an elementary school located in Bayside, New York with a total school population of 540 students. Out of this number, 58 are ELL students or 10.7% of the total school population. Forty-one students are Chinese or 70% of the ELL population. Twelve students are Korean or 20% of the total ELL population. The remaining ELL students are as follows: 4 are Spanish speakers, 2 are Albanian speakers and there is one student in each of the languages of Indonesian and Dari.

In Kindergarten we service 19 students.
In First Grade we service 15 students.
In Second Grade we service 7 students.
In Third Grade we service 8 students.
In Fourth Grade we service 2 students.
In Fifth Grade we service 7 student.

There are 31 students receiving 360 minutes of ESL instruction per week because they are on the beginning level or intermediate levels. Twenty-seven students are at the advanced level and are receiving 180 minutes of ESL instruction per week.

The ESL teacher has State credentials. She also holds a license in Common Branches.

Common planning periods are scheduled during lunch meetings and grade conferences. In addition there are days set aside throughout the year for articulation and congruence. This allows the ESL teachers and the classroom teachers to plan appropriately so as to maximize the English language acquisition for ELLs.

As part of the continuing professional development offered to all teachers, intervisitations and intravisitation are encouraged. This provides teachers the opportunity to observe strategies in order to improve instruction.

Professional development has been included in Faculty conferences with topics that will help the classroom teachers in planning their lessons for ELLs.

ESL strategies and methodology are infused into content area instruction. English language instruction is provided through the content areas using scaffolding strategies to ensure both language and content acquisition. The classroom environment promotes and supports risk-taking by students. Our teachers are knowledgeable regarding the content area and use disciplinary discourse with students. The school literacy program is comprehensive, consistent and rigorous throughout the grades. There is significant and functional use of oral

and written language. Content area instruction is rigorous and teachers have high expectations for all students and take responsibility for their success.

Parents receive information and orientation related to ESL. The various instructional models are explained. The Orientation DVD in the native language as well as the Parent Facilitator Guide is used to explain and illustrate the models. Parents are encouraged to bring translators to all meetings. There is time set aside for questions.

Review of the Parent Survey Forms and Program Selection forms indicate that the parents of P.S. 159 request the ESL instruction model. Our program is aligned with the parental request.

During our parent orientation meetings we explain the State Standards and the assessments we use to monitor the progress of our ELLs. The initial orientation meeting is held in September but is repeated for all newly enrolled ELLs and their parents. In addition, our parents are given opportunities to visit our school and confer with staff and attend parent workshops.

Our instruction at P.S. 159 is aligned with the NYCDOE core curriculum. All instruction shall develop all four language skills: listening, speaking, reading and writing. Teachers understand the significance of developing all four language skills and devote instruction to each one. High quality, standards-based, age appropriate and multi-cultural materials are available to support instruction.

On-going assessment is utilized in order to plan, modify and augment instruction; grouping students according to their linguistic and academic needs; and utilize pertinent strategies to meet individual needs. Teachers will use homogeneous and heterogeneous groups strategically to meet learning goals and address student needs and growth.

ECLAS scores are reviewed to assess growth and to drive instruction for ELL's in the targeted areas. Skills are addressed in whole class and small group ESL sessions. Alphabet recognition and phonemic awareness are developed through the Foundations program offered in Grades K & 1. Our literacy program uses picture books, books on tape and photographs to introduce and reinforce grade appropriate vocabulary as we strive to enhance our ELL's reading and oral language skills. Additionally, students who achieve a level A score on NYSESLAT are offered literacy support in our Extended Day Program and those who score level B-I are offered ESL support.

Classrooms will be organized for student-centered instruction, flexible grouping, collaborative learning, individual projects and hands-on activities. The classroom environment is print-rich and the organization and structure of the classroom allows students with wide differences and abilities to engage in a variety of instructional activities. These activities will motivate students and will enhance their academic achievements.

To increase the proficiency levels of the ELLs, the use of literature that is based on the students culture will be encouraged in order to connect to the students' prior knowledge and experiences. This will promote academic discourse and written expression according to their proficiency levels.

There will be small flexible groupings and task oriented situations where students are given a purpose and a direction in order to guide the production of academic language. Vocabulary development materials will be utilized as part of their academic language development.

Lessons will be designed to meet the standards while there is differentiation for student needs. There will be a wide range of print, visual and technology resources to develop English language proficiency in all content areas and the development of academic language.

Academic language in all content areas will be targeted in order to support ELL's progress. Students will be guided to use academic language to interpret, apply and transmit information for content area learning. Various sources will be used to encourage the understanding and development of academic language such as textbooks, magazines, reference books, diagrams, charts, glossaries and other graphics.

Our school will insure that instruction is designed to accommodate the learning of various proficiency classifications: newcomer, SIFE and long-term ELLs. Their identification and classification will be done in a timely manner so that ESL instruction can begin and a program developed to accommodate their learning on the basis of their proficiency.

A guidance counselor and social worker will continue to address the needs of our Title III students and their families. Their responsibilities will include, but are not limited to, serving as a link between the home and school community. Through parent meetings and/or workshops they will keep the parents informed, encourage them to take a more active role in the school and serve as a referral agent if outside resources are needed. They will work with our ELLs and address their social and emotional needs as they impact upon their academic success. They will also conduct orientation meetings with newly arrived ELLs and their families and foster communication between home and the school.

We further provide translators at Parent-Teacher Conferences as well as Parent workshops for all our parents. Parents are encouraged to bring any questions they might have to all our meetings, as well as calling the school at any time. Letters sent to parents are translated in their native language as needed. We also have many staff members and support personnel who are bilingual and are called upon when needed.

During registration, parents are required to complete the Home Language Identification Survey (HLIS). These forms are given to the parents in their native language. Office personnel are on hand to answer any questions parents might have about the HLIS. When needed, the ESL teacher is called upon to explain the HLIS to parents.

After careful review of the HLIS by our ESL teacher, the students are tested with the LAB-R. All testing is completed within 10 school days of registration of the student. This process is on-going throughout the school year. The Pupil Accounting Secretary is diligent about informing the ESL teacher about all new students admitted to our school throughout the year.

In the Spring of the school year, the ELLs are given the NYSESLAT by the ESL teacher. The test is conducted in small groups and on a one-to-one basis as required. The ESL teacher hand-scores the tests to get an initial view of the results. Results are then confirmed with the official report. The results are used to structure a needs-based educational program for our students.

Once a student is identified as an ELL, the ESL teacher sends an Entitlement letter to the parents as well as a Parent Survey and Program Selection Form. The forms are reviewed and great care is given to ensure that all forms are returned. Parents are notified about the ELL Orientation Meeting where all questions about the various programs that are available are explained.

Program choices by parents, both in the past as well as the present, show a consistent trend for the Free-Standing ESL model. Our program is aligned with the parents request.

At P.S. 159 there are no SIFE students. There are 54 ELLs in the 0-3 years category. One of these ELLs is in Special Education. In the 4-6 years category, there are 4 ELLs and they are in Special Education. There are no long-term ELLs.

We differentiate instruction for all our ELLs. We structure vigorous programs to help our subgroups, particularly in the 4-6 years category. We review the NYSESLAT sub-tests as well as the on-going Interim Assessments to see what areas of instruction we need to focus on. As these students are in Special Education, we work closely with the Special Ed teachers and all resource personnel.

Upon review of the NYSESLAT and Interim Assessments, we determine the needed areas of instruction for our targeted students. We group these students according to this information and use the Extended Day and Morning Instructional periods to provide intervention programs in ELA, Math, Science and Social Studies.

We are aware of the need for transitional support for ELLs reaching proficiency on the NYSESLAT. An ESL teacher works with the classroom teacher to determine what further assistance the child needs to be successful in the general education class. We use a push-in or pull-out model as needed for this service, to provide instruction in ELA, Math, Science and Social Studies.

For the upcoming school year we are implementing new programs and improvements. We are using a co-teaching program in grades 4 and 5 in literacy. We are also extending our guided reading model as well as continuing with vocabulary development for grades K-5.

We use our faculty conferences to provide ELL training for all staff members. Teachers are requested to keep a file of their ELL training and a copy of this training is kept on file in the general office once the teacher has submitted it. Training of staff is on-going throughout the year. Staff is encouraged to observe the ESL teacher in the classroom and ask questions about ESL strategies throughout the year. Inter-class visitations are encouraged throughout the year.

In the overall NYSESLAT results, 16 students were beginners, 15 students were on the intermediate level, and 27 on the advanced level.

The NYSESLAT modality indicated that in listening/speaking, 7 kindergarten students and one first grader and one second grader were on the beginner level. Three students in kindergarten and one each in grades one, three, four and five were on the intermediate level. On the advanced level, there were 9 students in kindergarten, 8 in the first grade, 3 in the second grade and one each in grades three and five.

In the reading/writing modality, 14 students in kindergarten, 3 students in first grade and 1 student in second grade are at the beginner level. 5 students in kindergarten, 6 students in the first grade, 1 student in the second grade, 3 students in the third grade, 1 student in the

fourth grade and 2 students in the fifth grade were on the intermediate level. In the advanced level, there were 3 in first grade, 4 in second grade, 2 in third grade, 1 in fourth grade and 4 in fifth grade.

Upon looking at the results of the NYSESLAT we see that it is easier to test-out of ESL in the lower grades. The reading/writing modality seems to present the most difficulty in the lower grades.

Six ELLs took the NYS ELA. One third grader scored at Level 3, 3 fourth graders scored level 2 and 2 fourth graders scored level 3. It is likely that those ELLs that scored at level 3 will test out of ESL on the upcoming NYSESLAT since at that level the NYSESLAT is a Language Arts test.

Ten ELLs took the NYS Math test. The ELL in grade 5 that took it in English scored Level 2, 3 scored at Level 4 and 1 scored at Level 3. In grade three, 2 students scored at level 3. The same results occurred in grade 4. Looking at the results, we see that most of our ELLs scored at Level 3 and Level 4. Those that took it in their native language did well and scored at Level 3.

The NYS Science results show that the 5 ELLs scored Level 3 and 1 scored at Level 4.

Upon analysis, we can conclude that those ELLs who had the Content Area tests in their native language scored better than those that did not.

There were no ELLs who took the NYS Social Studies.

Upon analysis of the NYSESLAT, we can conclude that in order to test out of ESL, a student must be proficient in reading comprehension. With this in mind, reading instruction must focus on the implicit reading skills.

Where applicable, we use the student's native language to assist with their learning. We have a buddy system whereby the ELL and another student who speaks the same language work together. We also have an International Fair in the third grade. All students participate by sharing customs, costumes, dances and foods from their native country. This is shared with all parents and the rest of the school. It is a celebrated annual event in our school.

**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 Cluster 2 CFN 2.05	District 26	School Number 159	School Name
Principal Marlene Zucker		Assistant Principal Andrew Pecorella	
Coach		Coach	
Teacher/Subject Area Andrea Peltz/Classroom		Guidance Counselor Mary Jane Blau	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Kim Johnson	
Related Service Provider Janice Testagrose/ESL		Other	
Network Leader M. Strauss/J. Joyner-Wells		Other	

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

C. School Demographics

Total Number of Students in School	495	Total Number of ELLs	55	ELLs as Share of Total Student Population (%)	11.11%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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.

For initial identification of ELLs we carefully review the Home Language Survey Forms. Students who have a language other than English at home are given the LAB-R upon entering a NYC school for the first time. Those students that are entitled, according to the results, are placed in our ESL program. Students that are already in ESL have their NYSESLAT scores reviewed to see if they are proficient or if they still are entitled to ESL services. The screening for the ESL program is done by our ESL teacher. The parents are given the HLSF to complete upon registration. A HLSF is provided in their native language.

Every attempt is made to involve the parents as active partners in the education of their children. This is achieved through parent meetings and workshops. Translated notifications and hand-outs are provided as well as translators. Our school uses the Parent Coordinator to inform and update the parents of ELLs regarding available ELL programs and workshops. Our Parent Coordinator provides translators for our parents in order to facilitate school meetings and workshops. Such translators, for example, have been used for the Parent-Teacher Conferences.

During our parent orientation meetings, we explain the State Standards and the assessments we use to monitor the progress of our ELLs. The initial orientation meeting is held in September but is repeated for all newly enrolled ELLs and their parents. In addition, our parents are given opportunities to visit our school and confer with staff and attend parent workshops.

Parents receive information and orientation related to ESL. The various instructional models are explained. The Orientation DVD in the native language as well as the Parent Facilitator Guide is used to explain and illustrate the models. Parents are encouraged to bring translators to all meetings. There is time set aside for questions.

Review of the Parent Survey Forms and Program Selection forms indicate that the parents of P.S. 159 request the ESL instruction model. Our program is aligned with the parental request.

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	To t #

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
TOTAL	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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

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

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		1	1	2	1									5
Chinese	8	12	4	3	4	1								32

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
Russian														0
Bengali	1													1
Urdu				1										1
Arabic	1	1	1											3
Haitian														0
French														0
Korean	5		2	1	1	1								10
Punjabi														0
Polish														0
Albanian	1	1												2
Other				1										1
TOTAL	16	15	8	8	6	2	0	55						

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.

Paste response to questions 1-4 here

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

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?

- Our ELL program is a Free Standing ESL program. This is aligned with parental choice and selection. Our ESL classes are arranged into heterogeneous groups. Within these groups, we provide differentiated instruction.
- We develop an ESL schedule for each ELL and provide the classroom teachers with the schedule. The individual student schedule includes ESL, ELA and content area instruction. ESL providers and classroom teachers are required to adhere to these schedules.
- Differentiated instruction is on-going. Newcomers are provided with "Survival Skills" instruction and are paired off with a "school buddy" to help them navigate through the school day. Former ELLs are placed in a "Transitional" class to help them cross the bridge into a regular class.
- ELLs are prepared for ELA testing during the Extended Day. Emphasis is placed in reading instruction and strategies for NCLB testing.
- Students who have been enrolled in an ESL program for 4 to 6 years participate in our Enrichment Cluster program to receive additional support as they transition to English. Chorus and art instruction also provide our ELLs with additional services to expand their language acquisition. We have one Special Education ELL who also receives these additional services. We have no SIFE students and no Long-Term ELLs.
- Test accommodations are provided during all tests for our ELLs, and former ELLs who meet the criteria. Dictionaries/glossaries are also provided.
- We have a state-of-the-art computer lab for our students and computers in our classrooms. Our classrooms are also equipped with Smartboards and Promethean Boards to enhance learning. Our ELLs are comfortable using all these technologies.
- All ELLs are included in all school activities. Letters are sent home encouraging family participation. These activities include:
 - o Enrichment clusters
 - o Student Council
 - o Jump Rope for Heart
 - o Penny Harvest
 - o Family Movie Night
 - o Plant Sale
 - o Celebration of Learning Fair
 - o Holiday Boutique
 - o Spelling Bee
- Targeted intervention programs include a push-in model where the ESL provider provides assistance to ELLs during content area instruction, science and math.
- ELLs are given the opportunity to attend after-school AIS programs and summer programs. ELLs are provided with a differentiated instructional program to meet their specific needs. Assessments are important to understand the reason for their extended time in ESL. All necessary support services are made available in order to facilitate the educational growth of these students.
- To maximize the ELLs academic achievement, the ESL and classroom teachers integrate ESL strategies into daily standard-based academic curriculum and English Language Arts instruction. Additional content-area instruction is tailored to the students level of literacy in their native language. This is geared to meet the needs of the ELLs in accordance with their English proficiency level.
- To ensure that our ELL students meet the standards and pass the required assessments we provide a positive school climate. This includes a print-rich environment that stresses cooperative learning and differentiation. We use the Balanced Literacy approach and the workshop model to ensure that all students meet the ESL Learning Standards. Our strong literacy program includes various ESL strategies

in order to provide our students with a rewarding academic experience. These strategies include TPR, choral reading, role-playing, hands-on activities, read aloud, shared reading, guided reading, word work, puppetry, graphic organizers, language experience charts, storytelling, and activities, computer technology, and experiences in music.

- ELLs who are not progressing are evaluated in a timely fashion. The school based support team meets with the classroom teacher and ESL teacher to structure the program that will best meet the needs of the struggling ELL. If needed, the student will be placed in either Resource Room or self-contained Special Education classroom. ELLs that are identified as having special needs are provided with school support services to meet their needs. ELLs are offered appropriate intervention services as determined by the PPC. Such services may include Resource Room, counseling, speech and language therapy, OT, PT, health services or referrals, and hearing services.

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)?

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.

Professional development is on-going and comprehensive to give the necessary tools to teachers in order to support and meet the academic needs of the ELLs.

Common lunch hours and planning periods are scheduled so that teams of teachers can plan instruction to meet the needs of each student. In addition, there are days set aside throughout the year for articulation and congruence. This allows the ESL teachers and the classroom teachers to plan appropriately so as to maximize the English language acquisition for ELLs.

As part of continuing professional development offered to all teachers, intervisitations and intravisitations are encouraged. This provides teachers the opportunity to observe strategies in order to improve classroom instruction.

Professional development has been included in Faculty conferences with topics that will help the classroom teachers in planning their lessons for ELLs.

ESL strategies and methodology are infused into content area instruction. English language instruction is provided through the content areas using scaffolding strategies to ensure both language and content acquisition. The classroom environment promotes and supports risk-taking by students. Our teachers are knowledgeable regarding the content area and use disciplinary discourse with students. The school literacy program is comprehensive, consistent and rigorous throughout the grades. There is significant and functional use of oral and written language. Content area instruction is rigorous and teachers have high expectations for all students and take responsibility for their success.

We offer the following workshops throughout the year to help our staff with the ELLs in their classrooms, as well as meet the 7.5 hours of ELL training.

- Identifying ELLs
- Working with ELLs in the content areas
- Helping ELLs navigate through the State Standardized Tests

- Strategies for the former ELL
- Familiarizing teachers with the Common Core State Standards and the Impact on ELLs

E. Parental Involvement

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

Parent and community involvement is stressed at P.S. 159. We reach out to parents with the help of our Parent Coordinator. Every effort is made to provide materials in their native language. We also provide translators at Parent-Teacher conferences and at parent-orientation meetings and workshops.

We offer ELL parent meetings in early October, mid-January and beginning of April. This ensures that parents are kept up-to-date with the ELL curriculum and all mandated testing of ELLs. These tests include NYS ELA, NYS Math and NYSESLAT. We have all letters sent home regarding these meetings translated in the appropriate native languages.

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)		3	2	1	0	0								6
Intermediate(I)		8	0	0	2	0								10
Advanced (A)		2	6	6	1	3								18
Total	0	13	8	7	3	3	0	0	0	0	0	0	0	34

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1				1
5	2		1		3
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									0
4				1		1		1	3
5			1		2				3
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			1		1				2
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									0
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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
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?

NYSESLAT:

- Test results reveal those on the Beginners Level scored the lowest on the Writing and Reading Sub-tests. Their strengths are in the Listening and Speaking sub-tests. This is true because social English is more easily acquired rather than Academic English. This holds true for all Proficiency Levels throughout the grades.
- We have found that most of our ELLs scored at the intermediate and advanced level. Six scored at the beginning level, 10 at the intermediate level and 18 at the advanced level.
- We had 6 students take the NYS math test. Three took it in their native language. Of this group, one student scored at level 4, one at level 3, and one at level 2. Those that took it in English scored two at level 3 and one at level 2. There did not appear to be a great difference in the results between native language and English language testing.
- NYS Science results indicate two took it in English and scored level 2 and level 3.
- Four students took the ELA. Three scored at level 1 and one student scored at level 3. ELL students should not be required to take the ELA since the NYSESLAT is a reading test.
- Our ELL teacher meets regularly with the classroom teacher to review the results of the Periodic Assessments. Together they structure a program to meet the needs of the ELLs as indicated by the Periodic Assessments.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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		